DOCUMENT RESUME

ED 475 284 IR 058 652

| | |
|---|---|
| AUTHOR | Edgmon, Missy; Ferate-Soto, Paolo; Foley, Lelana; Hager, Tina; Heard, Adriana; Ingham, Donna; Lopez, Nohemi; McMahon, Dorothy; Meyer, Sally; Parrish, Leila; Rodriguez-Gibbs, Josefina; Moreyra-Torres, Maricela; Travis, Gayle; Welch, Willy |
| TITLE | Read Across Texas! 2002 Texas Reading Club Manual. |
| INSTITUTION | Texas State Library and Archives Commission, Austin. |
| PUB DATE | 2002-00-00 |
| NOTE | 281p. |
| AVAILABLE FROM | Texas State Library & Archives Commission, P.O. Box 12927, Austin, TX 78711. Tel: 512-463-5465; e-mail: ld@tsl.state.tx.us; Web site: http://www.tsl.state.tx.us/. |
| PUB TYPE | Guides - Non-Classroom (055) |
| EDRS PRICE | EDRS Price MF01/PC12 Plus Postage. |
| DESCRIPTORS | Adolescents; Childrens Libraries; *Library Services; *Outreach Programs; *Program Development; Public Libraries; Reading Games; Reading Materials; Reading Motivation; *Reading Programs; Young Children |
| IDENTIFIERS | *Texas Reading Club |

ABSTRACT

The goal of the Texas Reading Club is to encourage the children of Texas to become library users and lifelong readers. This manual was created for the 2002 Texas Reading Club, a program of the Texas State Library and Archives Commission. The theme, "Read Across Texas!" invites children to explore the history, geography, and culture of Texas through the portal of books and their local libraries. The purpose of this manual is to assist library staff who serve youth by suggesting ideas for programs that will attract children to the library. The programs in each chapter of this manual feature a combination of the following components: books to share, show, and booktalk; bulletin boards, displays, and decorations; fingerplays, rhymes, poems, and songs; riddles, and jokes; crafts, games, and activities; guest speakers; musical recordings, videos, Web sites, and CD-ROMs; and reader's theater scripts, puppet shows, stories, or citations to books in which they may be located. The manual begins with a "Texas Hoe Down" to kick-off the Texas Reading Club and a "Rodeo Roundup" to celebrate its completion. The suggested bulletin boards in these programs are based on the clip art in the back of this manual. The Toddler and Preschool Program chapters have suggestions for programs specifically designed for youth in those age groups and include a wealth of original songs and fingerplays. The Elementary Programs chapter suggests many books, crafts, activities, and other programming ideas that will appeal to school age children. All of the chapters have similar formats, with the exception of the Young Adult Programs chapter, which uniquely addresses the interests of that age group. The Young Adult chapter outlines a separate reading club on the theme "Travel Quest!" as well as many programming ideas. Bibliographic information for titles in all chapters and in all formats is compiled at the end of the manual, divided into sections for books, videos, audio recordings, and CD-ROMs. Information on marketing, cooperation and public relations; cooperation with schools; and serving children with disabilities is also provided. (AEF)

Reproductions supplied by EDRS are the best that can be made
from the original document.

PERMISSION TO REPRODUCE AND
DISSEMINATE THIS MATERIAL HAS
BEEN GRANTED BY

E. Seidenberg

TO THE EDUCATIONAL RESOURCES
INFORMATION CENTER (ERIC)

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION
CENTER (ERIC)

- This document has been reproduced as received from the person or organization originating it.
- ☐ Minor changes have been made to improve reproduction quality.

- Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

ED 475 284

# READ ACROSS TEXAS!

## 2002 TEXAS READING CLUB MANUAL

BEST COPY AVAILABLE

**Written by:**

Missy Edgmon ★ Paolo Ferate-Soto ★ Lelana Foley
Tina Hager ★ Adriana Heard ★ Donna Ingham ★ Nohemi Lopez
Dorothy McMahon ★ Sally Meyer ★ Leila Parrish
Josefina Rodriguez-Gibbs ★ Maricela Moreyra-Torres
Gayle Travis ★ Willy Welch

**Craft Patterns and Illustrations by:** Elizabeth McMahon

**Clip Art by:** James Warhola

**Edited by:** Christine McNew

IR058652

**TEXAS STATE LIBRARY AND ARCHIVES COMMISSION**
**CATALOGING IN PUBLICATION DATA**

Read across Texas! : 2002 Texas Reading Club manual /
by Missy Edgmon ... [et al.] ; craft patterns and illustrations
by Elizabeth McMahon ; clip art by James Warhola ; edited by
Christine McNew. – Austin, Tex. : Library Development Division,
Texas State Library and Archives Commission, 2001.
p. ; cm. – (Texas reading club ; 2002)
Includes bibliographical references.
"Sponsored cooperatively by your library and the
Texas State Library and Archives Commission".

1. Children–Books and reading. 2. Children's libraries.
I. Edgmon, Missy. II. McMahon, Elizabeth. III. Warhola, James.
IV. McNew, Christine. V. Texas State Library and
Archives Commission. Library Development Division.
VI. 2002 Texas Reading Club manual. VII. Series.

Z1037 028.534 T312 2002

# READ ACROSS TEXAS!

## READING CLUB MANUAL

Preface 1

About the Illustrator, James Warhola 2

About the Authors 3

Introduction 6

Marketing, Cooperation, and PR 9

Serving Children with Disabilities 13

Theme Songs 15

Celebrations 19

Stories, Puppet Plays, and Reader's Theater Scripts 34

Toddler Programs 60

Preschool Programs 84

Elementary School Programs 123

Young Adult Programs 155

Bilingual Programs 173

Bibliography 211

Acceptable Use of Clip Art 249

Clip Art 250

# READ ACROSS TEXAS!

## PREFACE

This manual is created for the 2002 Texas Reading Club, a program of the Texas State Library and Archives Commission. The theme, "Read Across Texas!" invites children to explore the history, geography, and culture of Texas through the portal of books and their local libraries.

In the 2002 manual, Texas children's librarians have written individual chapters in their areas of interest and expertise. Some of the most talented and enthusiastic children's librarians in Texas contributed a vast array of suggestions for wonderful age-appropriate programs. Please read about these authors in the section of this manual entitled, "About the Authors."

There are many exciting elements in the 2002 Texas Reading Club Manual, including:

★ Sheet music for a theme song by Willy Welch that will be used every year and will appear on his upcoming CD.

★ A chapter featuring the puppet plays, stories, and reader's theater scripts.

★ A bilingual chapter with programs for children of various ages.

★ A suggestion in the Young Adults chapter for a separate young adult reading club based on the theme, "Travel Quest!"

If you explore this manual thoroughly, you will delight in the contributions of the authors will find many exciting ideas for planning and hosting an enjoyable and successful 2002 Texas Reading Club.

I would like to express my gratitude to Belinda Boon for countless hours of proof-reading, to Shawn Clements for the beautiful formatting, to Myra Arredondo for proof-reading the bilingual chapter, to the authors for contributing outstanding and original ideas, to Elizabeth McMahon for illustrating the crafts, to James Warhola for his delightful clip art, and especially to the many children's librarians who host this program year after year.

Christine McNew
Youth Services Consultant
Texas State Library and Archives Commission
September, 2001

# READ ACROSS TEXAS!

## ABOUT THE ILLUSTRATOR, JAMES WARHOLA

Artist and illustrator James Warhola received a Bachelor of Fine Arts degree in design from Carnegie-Mellon University in 1977. From 1977-1980 he studied at the Art Student's League in New York with Jack Faragasso, then privately with Michael Aviano from 1980-84. He is the nephew of Andy Warhol, whom he remembers with admiration and affection, saying that, "He was my childhood idol."

Over the last decade, Mr. Warhola has worked as a book illustrator for several major publishing houses, among them Warner and Prentice-Hall. He has designed over 300 science-fiction and fantasy covers for works of such noted authors as Spider Robinson, Robert A. Heinlein, and W. Gibson. Since 1987, he has concentrated on illustrating children's books. James Warhola's highly creative imagination produces memorable images with a fantastic sense of humor, color, and detail in both oils and watercolors.

Mr. Warhola created the clip art for this manual, as well as the poster, certificate, and bookmark for the 2002 Texas Reading Club.

Selected Children's Books Illustrated by James Warhola

*The Bear Came Over to My House* by Rick Walton. Putman, 2001.

*Bigfoot Cinderrrrrella* by Tony Johnston. Puffin, 1999.

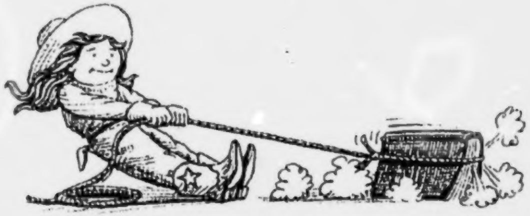
*Bubba the Cowboy Prince : A Fractured Texas Tale* by Helen Ketteman. Scholastic, 1997.

*The Christmas Blizzard* by Helen Ketteman. Scholastic, 1999.

*If You Hopped Like a Frog* by David M. Schwartz. Scholastic, 1999.

*The Pumpkinville Mystery* by Bruce Cole. Aladdin, 1991.

*Rodgers and Hammerstein's My Favorite Things* by Oscar Hammerstein and Richard Rodgers. Simon and Schuster, 1994.



# READ ACROSS TEXAS!

## ABOUT THE AUTHORS

**MISSY EDGMON**

Missy Edgmon is the author of the puppet show, "The Ballad of Ginga Fella." She was formerly a children's librarian from the Harris County Public Library System and is currently staying home with her two young children and working part-time at Tomball Community College.

**PAOLA FERATE-SOTO**

Paola Ferate-Soto, co-author of the Bilingual Programs chapter, grew up in Colombia, South America, where as a child she learned many of the rhymes shared in the chapter. She holds an MLIS from the University of Arizona and worked as a reference librarian in the Las Vegas-Clark County Library District in Las Vegas, Nevada and was the Youth Department Head at the Carson City Library in Carson City, Nevada. She is currently the Youth Librarian at the Terrazas Branch of the Austin Public Library where she conducts bilingual storytimes. Ms. Ferate-Soto was one of the founding members of the REFORMA-Nevada Chapter as well as it's first President. She was also one of the founding members of the new Central Texas REFORMA Chapter *El corazón de Tejas.* She served as National REFORMA Organizational Development Chair from 1998 to 2001, and as a committee member for the 2001 *El día de los niños* Austin Celebration.

**LELAÑA FOLEY**

Lelaña Foley was formerly with the Harker Heights Public Library and now lives in Missouri. She is the author of the "Celebrations Programs" chapter.

**TINA HAGER**

Tina Hager, author of the Preschool Programs chapter, holds an MLS from Texas Woman's University and has been a youth services librarian at the Carrollton Public Library. She has over 20 years experience working in many types of libraries in many capacities from page to library director. Her career dream is to be a professional storyteller and children's author.

**ADRIANA HEARD**

Adriana Flores Heard, author of the Young Adult Programs chapter, graduated with an MLIS from the University of Texas at Austin with a specialization in children and youth services. Ms. Heard has worked for the San Antonio Public Library for the past six years as a reference librarian, children's librarian, and youth services librarian. Currently she is at the Westfall Public Library working with teens and adults and performing outreach to local high schools and middle schools and she loves to booktalk. Ms. Heard helped to create the San Antonio Public Library's first Youth Services department which offers teens the opportunity to participate in an annual summer reading program, a monthly book club, a teen advisory board, and the Teen Friends. She has been trained as an ALA/ YALSA Serving the Underserved Trainer.

**DONNA INGHAM**

Donna Ingham is the author of the story, "Babe of the Alamo." She is a retired university professor turned storyteller and travels throughout Texas telling stories and offering workshops in schools, libraries, festivals, conferences, and wherever else people will gather to listen. Her programs include personal narratives about growing up in the Panhandle; Texanized myths, legends, fairy tales, and other classics; and multicultural tales drawn from the lore of Native Americans and Hispanic, European, and African-American settlers.

**NOHEMI LOPEZ**

Nohemi Lopez, co-author of the Bilingual Programs chapter, is currently the children's librarian at the Memorial Branch Library of the San Antonio Public Library System. After receiving her MLIS from the University of Texas at Austin, she worked as a reference librarian for the San Antonio Public Library and then as a children's librarian in the Austin Public Library where she conducted bilingual storytimes in Spanish and English for the East Austin community.

**DOROTHY MCMAHON**

Dorothy McMahon, author of the story, "Going to Round Rock," has a BA in Education and an MLS. She worked in the educational field for over 30 years as a teacher and as an elementary school librarian. She has presented workshops on storytelling, reading aloud, poetry, and puppetry for independent school districts, associations for the education of young children, parents, and for storytelling and puppetry organizations.

**ELIZABETH MCMAHON**

Elizabeth McMahon is the illustrator for the crafts in the 2002 Texas Reading Club Manual. Ms. McMahon received her MLA from the University of North Texas in 1990 and worked at Galveston's Rosenberg Library for about 6 six years. She is currently the Outreach/PR Librarian at the Grand Prairie Main Library where she supervises the Bookmobile and Aging program and provides publicity and public relations for the library. She also organizes adult and young adult programs and arranges the displays within the library.

**SALLY MEYERS**

Sally Meyers, author of the theme song, "Read Across Texas!" has been the Children's Services Coordinator for the Tom Green County Library System in San Angelo for ten years. Previously she was teacher-director of La Escuelita Preschool. Ms. Meyers served on the Texas Reading Club Advisory Committee from 1994-1998 and has written the summer reading theme song since 1995. She is a member of Children's Round Table's 2x2 Committee.

**MARICELA MOREYRA-TORRES**

Maricela Moreyra-Torres, co-author of the Bilingual Program chapter, was born in Guadalajara, Jalisco, Mexico. She graduated from the Universidad Autónoma de Guadalajara with a Library Science degree and worked for 15 years as a librarian in a primary school. She has been an active member of the Jalisco Library Association. Ms. Moreyra-Torres was a founding member and Vice President of the International Reading Association's Jalisco Chapter.

**LEILA PARRISH**

Leila Parrish, author of the Toddler Programs chapter, is a former children's librarian who has worked for both the Houston Public Library System and the Harris County Public Library System. Since leaving her professional role, Ms. Parrish actively works with children and parents through planning and presenting children's programs for a church-affiliated Mother's Day Out Program.

**JOSEFINA RODRIGUEZ-GIBBS**

Josefina Rodriguez-Gibbs, co-author of the Bilingual Programs chapter, graduated from the University of Texas at Austin with a BA in Spanish and Portuguese. After receiving her MLIS, she worked for the Office of Bilingual Education at the University of Texas. While her children were growing up, she was active in school programs and in church related programs for children. She is now a youth librarian at the Cepeda and the Oak Springs branches of the Austin Public Library and has the opportunity to present Spanish story hours for children of both communities.

**GAYLE TRAVIS**

Gayle Travis is the author of the Elementary Programs chapter, two readers theater script, and one puppet play for the 2002 Texas Reading Club Reading Program Manual. She is also the author of the 1995 Summer Reading Program Manual *"Once Upon a Planet"* and contributing author of the 2001 Texas Reading Club manual. She presented workshops throughout the state based on the 1995, 2000, and 2001 manuals. Ms. Travis, who received her MLS from Texas Woman's University, has been a children's librarian in public libraries for over ten years and is an accomplished storyteller and story weaver.

**WILLY WELCH**

Willy Welch composed a theme song that will be used for the 2002 and future Texas Reading Clubs. It is entitled, "Reading Across Texas" and will appear on his next musical CD. Mr. Welch is an author, songwriter, singer, storyteller, and actor with a degree in theater from Boston University School for the Arts. He has published three children's picture books, *Playing Right Field, Dancing with Daddy*, and *Grumpy Bunnies*. His next book scheduled is *Home Made Cookie*, from Scholastic, Inc. Mr. Welch has also written songs for (among others) the Shakespeare Festival of Dallas, the Barney & Friends PBS-TV series, Peter Paul & Mary, Celebration Shop, Habitat for Humanity, and his talented singing wife, Wendy Welch. He loves to visit schools and libraries to sing songs, read books, and tell stories.

READ ACROSS TEXAS!
INTRODUCTION

# READ ACROSS TEXAS!

## INTRODUCTION

### GOALS AND PURPOSE

The goal of the Texas Reading Club is to encourage the children of Texas to become library users and lifelong readers. The purpose of this manual is to assist library staff who serve youth by suggesting ideas for programs that will attract children to the library. Our hope is that when youth of all ages discover that the library is a friendly, fun, welcoming place, they will avail themselves of the library collection, programs, and services. Then we will have succeeded in achieving our goal.

### USING THIS MANUAL

The programs in each chapter of this manual feature a combination of the following components:

★ Books to Share, Show, and Booktalk

★ Bulletin Boards, Displays, and Decorations

★ Fingerplays, Rhymes, Poems, and Songs

★ Riddles, and Jokes

★ Crafts, Games, and Activities

★ Guest Speakers

★ Musical Recordings, Videos, Web Sites, and CD-ROMs

★ Reader's Theater Scripts, Puppet shows, Stories, or citations to books in which they may be located

The fun begins with an original Texas Reading Club theme song by composer and children's musician, Willy Welch. It is entitled "Reading Across Texas" and will be used in 2002 and in future years. Look for it on Willy's next CD!

A theme song written especially for the 2002 Texas Reading Club by Sally Meyers follows. It is entitled, "Read Across Texas!" and is sung to the melody of "Pick a Bale of Cotton." You may listen to both of these songs on the Texas State Library web site at www.tsl.state.tx.us/ld/projects/trc/index.html.

The manual begins with a "Texas Hoe Down" to kick-off the Texas Reading Club and a "Rodeo Roundup" to celebrate its completion. The suggested bulletin boards in these programs are based on the clip art in the back of this manual. You may choose to display them all summer long!

This year's manual features a chapter of puppet plays, stories, and reader's theater scripts. These are ideal to promote the Texas Reading Club during school visits and to enhance programs for children of all ages in the library. More stories, puppet plays, and reader's theater scripts are included in individual chapters.

The Toddler and Preschool Program chapters have suggestions

BEST COPY AVAILABLE

for programs specifically designed for youth in those age groups. They include a wealth of original songs and fingerplays.

The Elementary Programs chapter suggests many wonderful books, crafts, activities, and other programming ideas that will appeal to school age children.

The Spanish translation of this year's theme is, "¡Por Texas viajamos con libros en mano!" The Bilingual Programs chapter features very useful suggestions for books, games, crafts, songs, rhymes, stories, and puppet shows for children and families. English and Spanish translations for each are included. Foreign publishers are cited in the bibliography for many of the titles. As indicated at Amazon.com, many of these titles may also be purchased from distributors in the United States. A list of U.S. distributors and publishers of bilingual and Spanish books is included at the end of the Bilingual Programs chapter.

All of the chapters have similar formats, with the exception of the Young Adult Programs chapter, which uniquely addresses the interests of that age group. To attract more young adults to the library and to encourage them to read, the Young Adult chapter outlines a separate reading club on the theme "Travel Quest!" as well as many wonderful programming ideas.

Bibliographic information for titles in all chapters and in all formats is compiled at the end of the manual in the bibliography. The bibliography is divided into sections for books, videos, audio recordings, and CD-ROMs. Your collection may contain many additional titles relating to the program themes. Many of the books and professional resources cited may be ordered through interlibrary loan from the Library Science Collection of the Texas State Library and Archives Commission (TSLAC) or from other Texas libraries if you do not have them in your collection. You may check holdings on the TSLAC web site at www.tsl.state.tx.us. For more information, please contact Anne Ramos at 1-800-252-9386 or anne.ramos@tsl.state.tx.us.

## CLIP ART

The clip art included at the back of this manual may be used for crafts, programs, or to decorate your library. Make mobiles with the clip art using sturdy paper plates. Punch holes around the edge with a hole punch and use yarn or string to attach the clip art. Enlarge or reduce the art depending on your needs, but do not alter it in any other way. Cut out the patterns and color them. For more guidelines, please read the section in this manual entitled, "Acceptable Use of Clip Art."

Clip art may also be used for creating:

- ★ Bulletin board decorations
- ★ Tabletop decorations
- ★ Program "favors"
- ★ Take home coloring sheets
- ★ Refrigerator magnets (Copy, color and laminate. Buy a roll of magnetic tape from craft a supply store and glue to the back of the clip art.)
- ★ Ceiling, window, or door decorations.

## LIBRARY OUTREACH

Encourage as many children as possible to participate in the Texas Reading Club and to use the library resources through outreach programs and deposit collections. Take the Texas Reading Club to as many children as possible in underserved groups, such as those who are financially limited or without transportation. For instance, children in childcare centers might not have access through their providers. In order to reach them, bring library resources and programs to them. Sponsor reading clubs in schools, childcare centers, family health centers, free food distribution sites, and other locations in your area of service.

Establish a depository collection at each outreach site so the children will have access to books. Plan programs such as puppet shows, crafts, storytelling performances, and story hours at these sites. Order extra Texas Reading Club logs, bookmarks, and certificates, and allow the organizations to administer the program and report their participation to you. The increase in your statistics will demonstrate the value of your outreach program to your library administrators and local government officials. Make every effort to publicize your successful outreach programs in your community newspapers using the samples on the following pages.

# READ ACROSS TEXAS!

## MARKETING, COOPERATION AND PR

Marketing your programs is as important as planning and presenting programs. Children won't attend even the most wonderful programs unless they and their parents are aware of them. Develop a media kit for reading club programs and related activities that provides information about the events and includes:

- ★ Press releases
- ★ A schedule of events
- ★ A feature story about the reading club
- ★ Public service announcements
- ★ Letters to newspapers, schools, city officials about the events

Tips on Writing Publicity Releases

- ★ Double-space all releases
- ★ Limit it to one page
- ★ Write short, concise paragraphs that include all essential information: who, what, where, when, why, and how
- ★ Include library hours, phone number, and location. Do not assume the reader knows anything about the library.
- ★ Attach a Texas Reading Club flyer to your news release

For more information about publicity, please read *Marketing the Texas Reading Club*, available from the TSLAC. Please contact Anne Ramos at 1-800-252-9386 or anne.ramos@tsl.state.tx.us for ordering information.

## SAMPLE PUBLIC SERVICE ANNOUNCEMENT

For further information, please contact:

Name/Title:____________________

Organization: ____________________

Phone Number:____________________

Fax: ____________________

E-Mail: ____________________

Audience: Children and Families

Start Date: __________ End Date: __________

Celebrate Texas at the ____________________ Library this summer!

Check out books, travel from Laredo to Amarillo or learn about coyotes and rattlesnakes! Attend programs for children from preschool through Young Adult. "Read Across Texas!," the 2002 Texas Reading Club begins on____________________.
(Date)

Pick up a calendar of events at ____________________and come
(Library)
and join in the fun!

For more information, please call ____________________.
(Phone)

## COOPERATION WITH SCHOOLS

An important way to publicize the reading club is through school visits. Schools and teachers are natural allies in encouraging children to read during the summer. Cooperate with them in any way possible.

## SCHOOL VISITS

Call or write your school district's administrative office in February or March and ask permission to promote your library's summer reading programs. Then call principals, teachers, or school librarians in March or April and schedule the visits for late April or early May. Schools are happy to have librarians visit in the last weeks of school.

Make your visits entertaining. Dress up like a Texas animal or historical figure and carry a backpack full of riddles, jokes, and stories related to the theme. You'll find animal costumes in costume books such as *Snazeroo Zoo: Great Faces and Easy Costumes to Bring Out the Animal in You* by Jan Bullis. Tell the students about the Texas Reading Club and your library's programs for children of all ages. Entertain them with stories, songs, puppet plays, or music, according to your talents. Use ideas from this manual in your presentation. Promote your library's programs and leave a poster with the date on which your reading club begins written on it as a reminder. Ask the school librarian to display it in a prominent spot.

Take bookmarks, posters, and program flyers with you. If possible, print or stamp enough bookmarks with your summer program dates and library hours so that one may be given to each child. Some schools will even include reading club flyers with end of the year report cards.

## SAMPLE LETTER TO SCHOOLS

Dear Teachers and Administrators,

The ______________________________,
(Library)
in cooperation with the Texas State Library and Archives Commission, is pleased to announce the 2002 Texas Reading Club. The theme is "Read Across Texas!"

The purpose of the Texas Reading Club is to promote reading, stimulate curiosity, and attract children to the library. The emphasis is on letting children read for fun and helping them retain valuable reading skills during their summer vacations. The Texas Reading Club is a self-paced reading program in which children keep track of the books they read or the time they spend reading. They may register at the Library beginning on ____________.
(Date)

Many activities are also planned at the library this summer for children of all ages to highlight this year's theme, including a special teen reading club. May we have your help in encouraging students to visit the public library this summer? A staff member from our library would be happy to visit the elementary and middle schools in your district in May to tell the children about the summer reading club and about the other children's programs at the library. I look forward to hearing from you.

Sincerely,

______________________________
(Your Name)

______________________________
(Your Title)

## SAMPLE LETTER TO PARENTS AND GUARDIANS

Dear Parent or Guardian,

To encourage your child to read this summer, the

______________________________
(Library)
is sponsoring the 2002 Texas Reading Club. The theme for this club is "Read Across Texas!" The library will offer many activities that make reading fun. These programs begin __________ and end
(Date)
__________
(Date)
Contact the library at ______________________
(Phone Number)
for a schedule of the planned activities.

Encourage your child to participate in the Texas Reading Club! By doing so, you will help your child retain hard-earned reading skills acquired during the school year. The library has books, audiocassettes, and videos available for check out. Your family can explore Texas from the gulf coast to the piney woods with an inexpensive trip to the library, and your library card is free!

See you at the library!

Sincerely,

____________________
(Your Name)

____________________
(Your Title)

## SAMPLE LETTER TO PRESCHOOL/DAYCARE CENTER

Dear Preschool/Daycare Center Staff,

The ______________________________ is pleased to
(Your Library's Name)
announce "Read Across Texas!" This is the theme of the 2002 Texas Reading Club. Preschool children can participate and receive awards by joining the Read to Me Club and listening to books that are read to them. Children who read can join the Texas Reading Club and receive recognition for the number of the books read or the amount of time spent reading.

______________________________ also provides special
(Your Library's Name)
programs just for daycare centers. Please call the library at
____________________ to register for the Texas Reading Club,
(Phone)
for information on our special daycare programs, and for a complete schedule of daycare events at the library.

In addition, please contact the library for information about obtaining a library card for your school or daycare, audiovisual materials for checkout, and activities, games, and arts and crafts that build reading skills and the enjoyment of reading.

Sincerely,

______________________
(Your Name)

______________________
(Your Title)

READ
ACROSS
TEXAS!

# SERVING CHILDREN WITH DISABILITIES

The Americans with Disabilities Act (ADA) states that reasonable accommodations must be made for persons with disabilities in library buildings, programs, and materials. When putting together programs and activities for the 2001 Texas Reading Club, keep in mind that whatever works for children with disabilities will work for all children. With a little planning, simple, inexpensive adaptations can be introduced to program sites and materials to enable more children to enjoy the activities.

The Talking Book Program (TBP), a division of the Texas State Library and Archives Commission (TSLAC), has a Disability Information and Referral Center (DIRC) that provides information to any interested persons about adaptive equipment, games and toys, support groups, the Americans with Disabilities Act, and other topics. Questions will be answered by staff or referred to other resources. The DIRC can be reached at 1-800-252-9605 (in Texas) or 512-463-5458 (in Austin) or by email at tbp.services@tsl.state.tx.us.

## THE TALKING BOOK PROGRAM

The Talking Book Program (TBP) is a joint state and federal program that provides unabridged books in alternate formats for Texans of all ages who are unable to read standard print material due to visual, physical, or reading disabilities. The service is free of charge and available to anyone who qualifies because they are unable to read standard print material as a result of temporary or permanent visual or physical limitations.

A properly certified application must be submitted for each prospective patron verifying that the applicant meets one or more of the federal eligibility criteria, namely:

★ Blindness

★ A visual disability of sufficient severity to prevent the reading of standard print without the use of an aid other than prescription glasses

★ A physical disability that prevents the individual from holding a book or turning the pages, or

★ A reading disability that is physically based and of sufficient severity to prevent the reading of standard print material in a normal manner.

Applications submitted for individuals with reading disabilities must be certified by a medical doctor or doctor of osteopathy. Applications submitted for individuals with other disabilities can be certified by a number of professionals in various fields related to health care, education, or rehabilitation, or by a professional librarian or library director.

TBP provides books on cassette tape, in braille, and in large print. Special playback equipment is loaned free of charge for use with books in cassette. All materials are circulated to TBP patrons free of charge through the regular U.S. Postal service.

Because TBP patrons are located throughout the state and interaction is limited to the telephone and the mail, TBP encourages younger patrons to participate in the Texas Reading Club activities sponsored by public libraries in their communities. TBP will continue to provide the books in alternative media needed.

Please refer any individual qualified to use this service to TBP for an application, or call and request applications and brochures to keep in your library. Help young readers with disabilities in Texas make the most of the Texas Reading Club experience!

Call or write TBP with your questions or requests for applications:

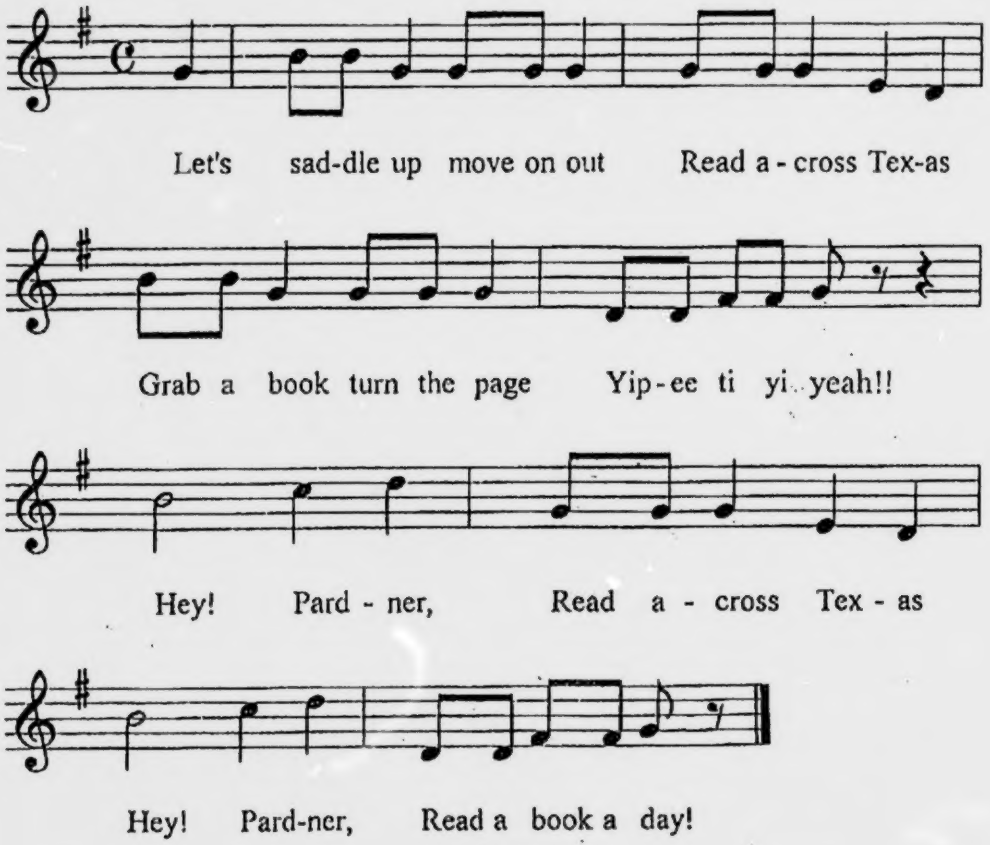
Talking Book Program
Texas State Library and Archives Commission
PO Box 12927
Austin TX 78711-2927

1-800-252-9605 (toll-free in Texas)
512-463-5458 (Austin area)
512-463-5436 (fax)
tbp.services@tsl.state.tx.us (e-mail)
Web Site: www.tsl.state.tx.us/tbp

# 2002 TEXAS READING CLUB THEME SONG

(Sing to the Tune of *Pick a Bale of Cotton*)

## Read Across Texas


Let's sad-dle up move on out Read a - cross Tex-as
Grab a book turn the page Yip-ee ti yi yeah!!
Hey! Pard - ner, Read a - cross Tex - as
Hey! Pard-ner, Read a book a day!

# READ ACROSS TEXAS!

## 2002 TEXAS READING CLUB THEME SONG

(Sing to the Tune of *Pick a Bale of Cotton*)

By Sally Meyers

Let's saddle up, move on out!
Read across Texas!
Grab a book, turn the page!
Yippee-ti-yi-yeah!

Chorus:
Hey pard'ner
Read across Texas!
Hey pard'ner,
Read a book a day!

My pard'ner and I can
read across Texas!
My pard'ner and I can
Read a book a day!

Went to El Paso to
Read about vaqueros
Went to El Paso to
Read a Book a Day!

Went to Laredo to
Read about Mexico
Went to Laredo to
Read a book a day!

There're armadillos, javelinas,
Read across Texas!
Roadrunners, jackrabbits
Yippee ti yi yo!

There're cowboy boots,
Ten-gallon hats
Read across Texas!
Silver buckles, sombreros,
Yippeei ti yi yo!

There're tumbleweeds, rattlesnakes,
Read across Texas!
Saddles, spurs, and little doggies,
Yippee ti yi yo!

(Children make up verses using their friends' names and things they like to read about, such as cowboys. Examples are below.)

Travis and I can
Read about cowboys,
Travis and I can
Read a book a day!

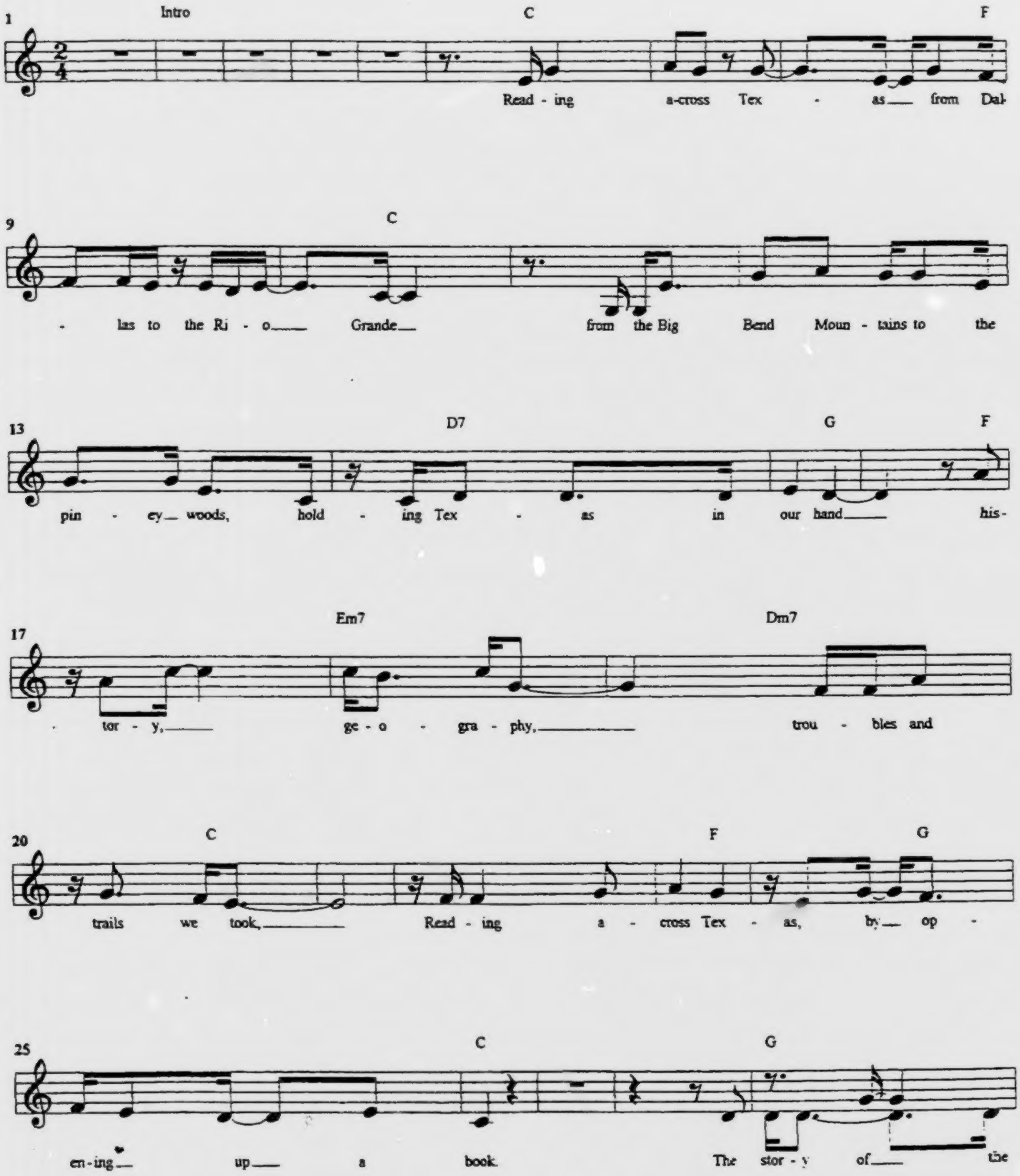
Read about longhorns…
Read about sagebrush…
Read about cactus….
Read about coyotes…
Read about Dallas…

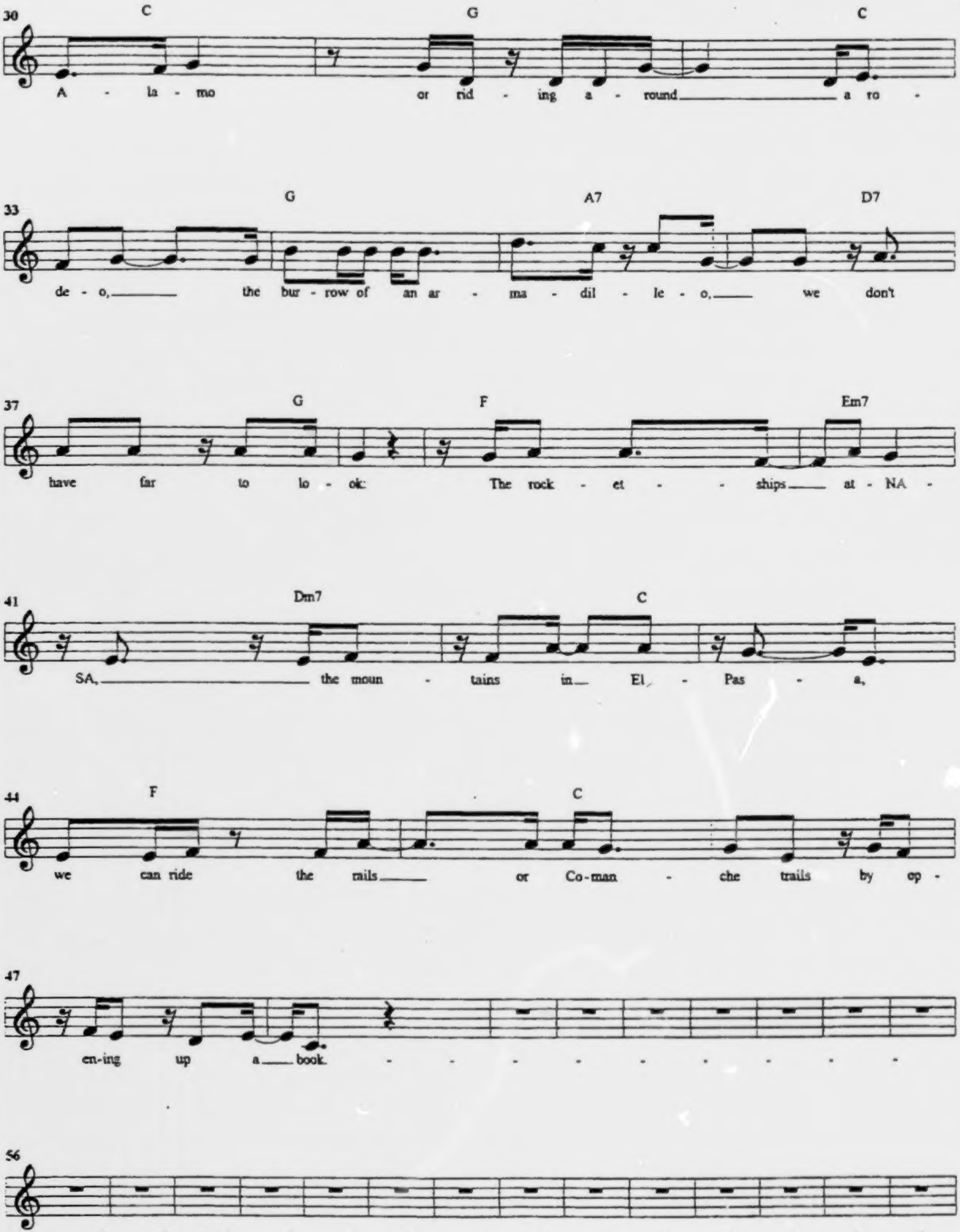
# READING ACROSS TEXAS

## Texas Reading Club Theme Song

Words and music by Willy Welch

Copyright c 2001, Playing Right Music, Dallas, TX


1
Intro
C
F
Read - ing a-cross Tex - as from Dal-
9
C
- las to the Ri - o Grande from the Big Bend Moun - tains to the
13
D7
G
F
pin - ey woods, hold - ing Tex - as in our hand his-
17
Em7
Dm7
- tor - y, ge - o - gra - phy, trou - bles and
20
C
F
G
trails we took, Read - ing a - cross Tex - as, by op -
25
C
G
en - ing up a book. The stor - y of the


30
C G C
A - la - mo or rid - ing a - round a ro -
33
G A7 D7
de - o, the bur - row of an ar - ma - dil - le - o, we don't
37
G F Em7
have far to lo - ok: The rock - et - - ships at - NA -
41
Dm7 C
SA, the moun - tains in El - Pas - a,
44
F C
we can ride the rails or Co-man - che trails by op -
47
en-ing up a book.
56

READ
ACROSS
TEXAS!
CELEBRATIONS

# READ ACROSS TEXAS!

## CELEBRATIONS

BY LELANA FOLEY

## KICK-OFF CELEBRATION: TEXAS HOE DOWN!

### BOOKS TO DISPLAY AND BOOKTALK

*Barn Dance* by Bill Martin, Jr.
*Bubba the Cowboy Prince: A Fractured Texas Tale* by Helen Ketteman.
*Cindy Ellen: A Wild Western Cinderella* by Susan Lowell.
*The Three Little Javelinas* by Susan Lowell.
*Yippee-Yay! A Book about Cowboys and Cowgirls* by Gail Gibbons.

### DISPLAY AND BOOKTALK

*Bluebonnet at the Alamo* by Mary Brooke Casad.
*Bluebonnet at the Marshall Train Depot* by Mary Brooke Casad.
*Gaston Goes to Texas* by James Rice.
*The Inside-Outside Book of Texas* by Roxie Munro.

## BULLETIN BOARD

### READ ACROSS TEXAS!

Enlarge the clip art picture at the end of this manual of the cowboy and cowgirl holding the sign, "Read Across Texas!" and paint or color it, and hang it on your bulletin board along with the dates of your reading club.

## PUBLICITY

### WANTED: TEXAS READERS

Write the words "You Are WANTED!" or "WANTED: TEXAS READERS" across the top of a large sheet of butcher paper. Hang it on your bulletin board. Invite children in your community to come to your library in western wear. Take their pictures and hang them on your bulletin board. Invite them to hold their favorite book in the picture.

Print "You are WANTED!" posters and flyers to advertise the kickoff party and post them throughout your community along with your library's name and the dates of your reading club. At the bottom of the poster, write "And Don't Forget to Wear Your Western Duds."

In accordance with the confidentiality amendment to the Texas Open Records Act, be sure to get permission from a parent or legal guardian before displaying each child's picture. A sample permission form is included at the end of this program.

## DISPLAYS

Hang a large Texas flag in your library.

## DISPLAY CASE

Cover the shelf with red bandanas, a red and white checkered table cloth, a serape, or an Indian or Mexican blanket. Display children's books about Texas celebrations and festivals and CDs by Texas musicians. Surround them with cowboy hats, boots, and stuffed armadillos. Sprinkle confetti shaped like boots, cowboy hats, or other Texas symbols around the books. You will find confetti in craft shops and party stores. Be sure that toddlers cannot reach the confetti.

## DECORATIONS

### RIDIN' THE TRAIL

Decorate the perimeter of your room with a fence made out of construction paper and paper maché or plastic cacti. Purchase tumbleweeds at a local craft store and place them along the fence. Hang cowboy hats and lassos on the wall. Cut or draw silhouettes of cowboys and place them throughout the room. On butcher paper, write Texas trivia questions and answers and hang them on the walls. If your party is outside, decorate with hay bales.

## REFRESHMENTS

On a table covered with a red-and-white checkered tablecloth, serve trail mix, sausage or jerky, and Texas-shaped nacho chips with salsa, melted velveeta, avocado dip, or bean dip. Use bowls or platters in the shape of Texas and red and white napkins and plates. Serve "Ten-Gallon Punch" made from equal parts lemon-lime soda and cranberry juice, or serve red Kool-aide and call it "Chili Juice." Start your program by ringing a musical triangle and calling out, "Come an' get it!"

## NAME TAGS

Give the children nametags shaped like five pointed stars.

## COSTUMES

### BEST WESTERN WEAR CONTEST

Wear your western duds and invite the children to show off their western wear at the party. Have judges award certificates or prizes+ in several categories, e.g. "Most Authentic," "Most Like a Rhinestone Cowboy," "Most Like a Country Music Star," "Funniest," etc. All who attend might receive a free book.

## CONTEST

### COUNT THE CORN

Fill a jar with popping corn or candy corn. (Count the number of pieces ahead of time.) As the children arrive, have them write their estimate of how many pieces are in the jar on a piece of paper and put it into a box. The person whose guess is closest without exceeding the correct number is the winner and gets to keep the jar of corn. Announce the winner at the end of the party.

## SONGS

I'm Texan, I'm a Texan,
From a way down yonder where the Texans are.
I can rope,
I can ride,
I can shoot a gun.
So come on down and join the fun.

## ACTIVITIES

### RATTLESNAKE TRAIL

Roll out a long sheet of bubble wrap. Decorate it as a hiking trail by putting a rocks and plants around the sides. The object of the game is to walk across the "rattlesnake trail" without popping the bubble wrap and "getting bit by the snake." Give each child a plastic bag filled with trail mix after they walk the rattlesnake trail.

### THE CHICKEN DANCE

Play a recording of the "Chicken Dance" and teach it to the children. Here are the movements.

1. Bend your elbows and hold your hands next to your shoulders and open and close them like beaks. "Chirp" your fingers four times for 4 counts of music.
2. Bend your elbows and put your arms your arms in a "wing position" with hands tucked in armpits. Flap your wings 4 times for 4 counts of music.
3. Wiggle your "tail feathers" and bend your knees four times for 4 counts of music.
4. Clap your hands 4 times for 4 counts of music.
5. Repeat all of the movements above three more times, to complete the chorus.

### SQUARE DANCE

Put on a musical recording and teach the children a square dance or a line dance.

### SING ALONG

Lead the children in singing traditional songs such as "Deep in The Heart of Texas" or "San Antonio Rose" by Bob Wills. Or, play recordings of classic country music.

## GAMES

### PIN TEXAS ON THE UNITED STATES

Hang a map of the United States and take turns letting the blindfolded children pin a Texas shape on the map. (For your convenience, an outline map of Texas is included at the end of this chapter.) Give a prize to the one who places it closest to the correct geographic location.

### TEXAS BINGO

Make special bingo cards with the letters "TEXAS" across the top of the card instead of "BINGO." Place pictures rather than numbers on the cards Pictures might include a yellow rose, cactus, armadillo, boot, cowboy hat, bluebonnet, Alamo, peach, snake, rocket, etc. Make a set of cards with each variation of letters and pictures on small pieces of paper and laminate. Advertise your program and when the children arrive, give them their Texas Bingo cards. Pick the laminated cards one at a time and call them out, such as "S - Cactus" or "T - Armadillo." You'll find pictures of Texas symbols in the Texas Symbols Matching Game in the Preschool Chapter. More Texas symbols may be found at www.50states.com.

### SNAKE TOSS

Enlarge the snake pattern at the end of this chapter, cut it out, and glue it to a large piece of cardboard. Paint or color it and cut a large hole through its mouth. Each child takes a turn throwing a ball into the mouth. Or, make small beanbags filled with pasta or beans for them to toss.

### TURKEY HUNT

Use a marker to draw a turkey face and feathers on numerous balloons. Set up boundaries for a "turkey hunting grounds" by placing masking tape on the floor. Place two strips of masking tape across the room as starting lines. Children form pairs and two sets of pairs play at one time. Blindfold one player from each team and give him/her a straight pin. (Be careful with those pins, especially with very young children!) This player is called the "turkey hunter." Give the second player of each pair a balloon. This player is called the "turkey." The "turkey hunters" stand behind the starting line. To play, spin the two "turkey hunters" around two or three times. During this time, their partners, the "turkeys", place their balloons within the "turkey hunting grounds." The object of the game is to see which "turkey" can guide his "turkey hunter" partner to pop their team's balloon first. The "turkey" stands by his/her balloon and makes gobbling noises to guide his/her blindfolded "turkey hunter" partner to their team's balloon. Neither player may speak, nor can the players touch each other. The children who are watching must not to speak either. When a "turkey hunter" finds a balloon turkey, he or she is pops it with the pin. If she/he pops the wrong balloon, that team looses. The first pair to pop the correct balloon wins.

## CRAFTS

### TEXAS FLAG

Materials

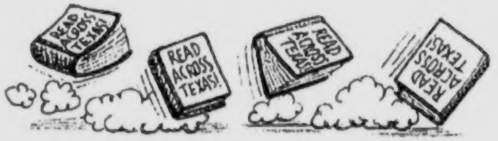
White index cards, or card stock cut into 3" X 5" rectangles
Blue strips of paper cut into 1 2/3" X 3" rectangles
Red strips of paper cut into 1 1/2" X 3 1/3" rectangles
Straws
White stars approximately 1" tall
Glue sticks and tape

Directions

A picture of the Texas Flag is included as a guide for this craft. Put glue on one side of a 1 1/2" X 3 1/3" red strip and attach it along the bottom of the 3" X 5" index card so that it meets up on all edges. Place glue on one side of a 1 2/3" X 3" blue strip and attach it to the left side of the index card. Place glue on one side of a white star and put it in the center of the blue strip. Tape a straw to the left side of the flag.

### ALAMO COLORING SHEET

Distribute the coloring sheet of the Alamo provided at the end of this chapter.


READ ACROSS TEXAS!
READ ACROSS TEXAS!
READ ACROSS TEXAS!
READ ACROSS TEXAS!

## GUEST SPEAKERS AND ENTERTAINERS

Invite a country or bluegrass band to entertain the children.

Invite a local storyteller to tell Texas tales or Native American stories.

## AUDIO RECORDING

*Elmo's Lowdown Hoedown* by Sesame Street.

## VIDEOS

*Reading Rainbow 51: Barn Dance.* (30 minutes)

*Destinations: The Best of Texas Parks and Wildlife* (49 minutes)

*Texas: Land of Legends.* (29 minutes)

## WEB SITES

Jokes and Riddles for Children
www.fun4children.com/jokes_riddles.html

New Perspectives on the West
www.pbs.org/weta/thewest/

The Handbook of Texas Online
www.tsha.utexas.edu/handbook/online

Texas State Symbols
www.50states.com/texas.htm

## PARENTAL/GUARDIAN PERMISSION FOR DISPLAYING PHOTOGRAPHS

The ______________________________ is promoting the
(Name of Library)
2002 Texas Reading Club with a bulletin board entitled, "WANTED: TEXAS READERS." Children are invited to bring their photographs, or to have their photograph taken by library staff member, to display on this bulletin board. In accordance with the confidentiality amendment of the Texas Open Records Act, if a child is a minor, or under 18 years of age, the
______________________________ must have the signed, written
(Name of Library)
permission of that minor's parent or legal guardian before displaying the child's picture. If you would like for your child to participate in this program, please complete, sign, and date this permission form so that we may display your child's photograph on the library's bulletin board. Thank you, and we look forward to your child's participation in this summer's reading club.

The ________________________ may, or may not, do the
(Name of Library)
following:

Display my child's name on the library's bulletin board: Yes/No

Display my child's picture on the library's bulletin board: Yes/No

Signed ______________________________________________

Date ______________________________________________

# READ ACROSS TEXAS!

## END OF SUMMER CELEBRATION

### RODEO ROUNDUP

### BOOKS TO SHARE

*Armadillo Rodeo* by Jan Brett.
*Cowboys* by Glen Rounds.
*The Cowboy Trade* by Glen Rounds.
*The Horned Toad Prince* by Jackie Hopkins.
*Pecos Bill: A Tall Tale* by Steven Kellogg.

### BOOKS TO SHOW AND BOOKTALK

*Bandanas, Chaps, and Ten-Gallon Hats* by Bobbie Kalman.
*On the Trail with Miss Pace* by Sharon Phillips Denslow.
*The Original Adventures of Hank the Cowdog* by John Erickson.
*Steer Wrestling* by Joseph Sherman.

### BULLETIN BOARD

Enlarge the clipart picture at the end of this manual of the steer reading a book. Color it and display it on your bulletin board.

READ ACROSS TEXAS!
READ ACROSS TEXAS!
READ ACROSS TEXAS
READ ACROSS TEXAS!

### DECORATIONS

#### WILD, WILD WEST

Decorate your library or programming room like an old western town. Draw and label the bank, saloon, jail, outhouse, and corral with horses on butcher paper and hang them on the walls. Or, enlarge some of the clip art in the back of this manual.

### SNACKS

Place a red checkered tablecloth on the table and simulate a campfire in the middle using twigs and red, orange, and yellow cellophane. Serve apple cider, beanie weenies, beef jerky, or hotdogs, cornbread muffins, and apple pie with ice cream.

### SONGS

Start your celebration with a cowboy sing-along! You'll find a variety of favorite Texas lyrics and melodies at Lone Star Junction at www.lsjunction.com/.

#### DEEP IN THE HEART OF TEXAS

(Music by Don Swander and words by June Hershey circa 1941)

The stars at night, are big and bright, *(clap, clap, clap, clap)*

Deep in the heart of Texas,
The prairie sky is wide and high, *(clap, clap, clap, clap)*
Deep in the heart of Texas.
The sage in bloom is like perfume, *(clap, clap, clap, clap)*
Deep in the heart of Texas,
Reminds me of, the one I love, *(clap, clap, clap, clap)*
Deep in the heart of Texas.
The coyotes wail, along the trail, *(clap, clap, clap, clap)*
Deep in the heart of Texas,
The rabbits rush, around the brush, *(clap, clap, clap, clap)*
Deep in the heart of Texas
The cowboys cry, "Ki-yip-pee-yi," *(clap, clap, clap, clap)*
Deep in the heart of Texas.
The doggies bawl, and bawl and bawl, *(clap, clap, clap, clap)*
Deep in the heart of Texas.

## HOME ON THE RANGE

(Written by Brewster Higley, composed by Daniel Kelley)

Oh, give me a home, where the buffalo roam,
Where the deer and the antelope play,
Where seldom is heard a discouraging word,
And the skies are not cloudy all day.

Chorus:
    Home, home on the range,
    Where the deer and the antelope play,
    Where seldom is heard a discouraging word,
    And the skies are not cloudy all day.

Where the air is so pure, the zephyrs so free,
The breezes so balmy and light,
That I would not exchange my home on the range
For all the cities so bright.

Chorus.

Oh, give me a land where the bright diamond sand
Flows leisurely down the stream;
Where the graceful white swan goes gliding along
Like a maid in a heavenly dream.

Chorus.

The red man was pressed from this part of the West,
He's likely no more to return
To the banks of Red River where seldom if ever
Their flickering campfires burn.

Chorus.

How often at night when the heavens are bright
With the light of the glittering stars,
Have I stood here amazed and asked as I gazed
If their glory exceeds that of ours.

Chorus.

Oh, I love these wild flowers in this dear land of ours;
The curlew I love to hear scream;
And I love the white rocks and the antelope flocks
That graze on the mountain-tops green.

Chorus.

Then I would not exchange my home on the range,
Where the deer and the antelope play;
Where seldom is heard a discouraging word
And the skies are not cloudy all day.

## STORIES

Tell *The Horned Toad Prince* by Jackie Hopkins, a humorous retelling of the "Frog Prince" with a Southwestern twist.

## PUPPET SHOW

Perform "The Ballad of Ginger Fella" in the chapter of this manual entitled, "Puppet Plays, Stories, and Reader's Theater Scripts."

## CRAFTS

### BANDANA BRANDS

**Materials**

Wood or rubber, 4" wide and 2" thick
Red, white, and/or blue cloths cut into triangles for bandanas
Various colors of paint
Paint brushes
Carving Tool

**Directions**

In advance, design or select brands and carve them into the wood or rubber to make stamps. The children will lay the cloth flat, dip the paintbrush into the paint, brush the paint over the brand, and place the brand face down on the cloth. They may repeat this as many times as they choose with various brands and colors of paint. When the paint dries, the children can tie their bandannas around their heads or necks.

### SPONGE PRINTING SHAPES

**Materials**

Marker
Animal sponge shapes such as a cow, horse, and dog
Film canisters
Hot glue gun
Three colors of paint
Three trays
Large sheets of butcher paper
Tape

**Directions**

This may be a project that the children do together on a large sheet of butcher paper or individually on small sheets of paper. Sponges may be purchased at a craft store. You may want to make smocks for children to wear. (Many can be cut from one vinyl tablecloth.) In preparation for this craft, glue the lids onto the film canisters and glue the sponges to one end. The canister will serve as a handle. Place a small amount of one color of paint into each tray. The children dip the sponges into the paint and press them onto the paper to make animal shapes. If the children are making a mural, draw a corral or western town on the butcher paper when they finish and display it in your library.

## GAMES AND ACTIVITIES

### PIN THE HAT ON THE COWBOY

Follow the same rules as pin the tail on the donkey. Enlarge a copy of the patterns of the cowboy and cowboy hat at the end of this chapter and hang the cowboy on the wall. Blindfold the children, blindfold turn them around, and see how close they can place the hat to the cowboy's head. Give each child a small prize for playing.

### Rope the Longhorn

Let the children toss a ring, such as a jelly jar ring, onto the horns of a stuffed cow or longhorn. Let young children toss a hoop. Animal stickers make great prizes.

### Barrel Racing

Set out stools, baskets, or other objects and have the children race around them. Time them to see how fast they complete the "barrel" course and give them small prizes for participating. You may wish to let them ride stick horses.

### Horseshoes

Copy the horseshoe pattern at the end of this chapter, cut five or more from cardboard, and cover them with aluminum foil. Set up a small pole. The children stand about two feet away and toss five of the horseshoes and see who can toss the most onto the pole.

### Lasso a Steer

This game is like fishing. Paint a rodeo or western scene on a large piece of cardboard or the side of a large cardboard box. A child stands on one side of the screen and hangs a rope tied into a lasso with a paper clip attached over the screen. A volunteer attaches a prize to the paper clip and the child lifts the rope to retrieve the prize. Prizes might be sheriff badges, stickers, plastic animals, etc.

### Cowboy Hat and Leather Gloves Relay

Bring two pairs of gloves and two cowboy hats. Divide the children into teams of three or four. Two teams play at a time. Place two pieces of masking tape on the floor on one side of the room and two tables or chairs on the opposite side of the room. Place a hat and a pair of gloves on each table or chair. The children on each team line up behind one of the pieces of tape. When the librarian calls out, "On your mark, get set, go!" the first child in each line runs to the opposite side of the room puts on a hat and a pair of gloves, takes them off, and runs back across the room to the back of the line. Each team member then takes a turn. The first team to finish wins.

## Guest Speakers

Invite a storyteller to tell stories about life in the old west or invite a cowboy poet to entertain the children.

Invite a cowboy to visit to the library in western wear and show the children how to use a lasso, brand cattle, shoe horses, and other activities.

## Audio Recording

*Sourdough Cowboy* by Don Sanders.

## Videos

*Home on the Range.* (25 minutes)
*Texas Festivals.* (15 minutes)

## Web Sites

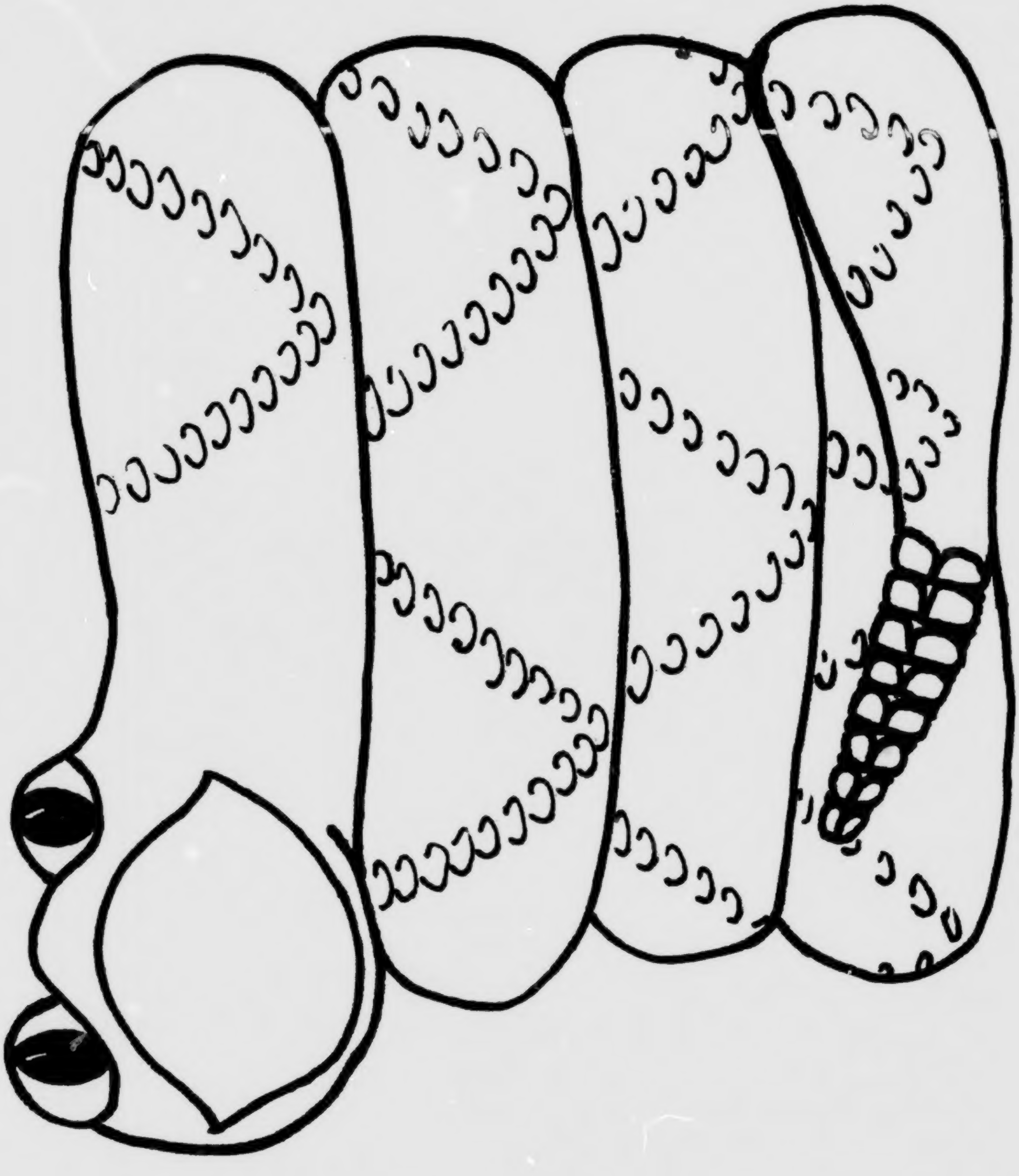
Campfire Songs
www.backyardgardener.com/looit/song/song82.html

Children's Jokes
www.schoolportraits.com/jokes.htm

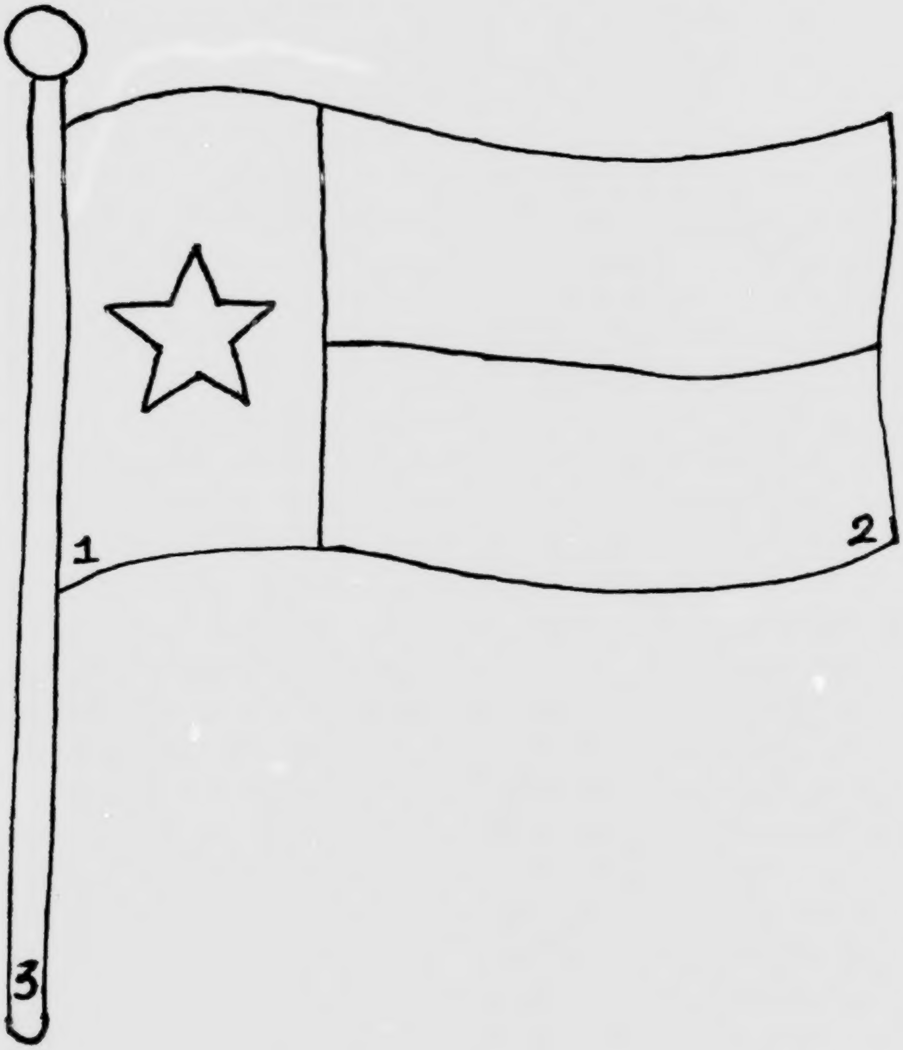
Lone Star Junction
www.lsjunction.com/midi/songs.htm

# PIN TEXAS ON THE UNITED STATES

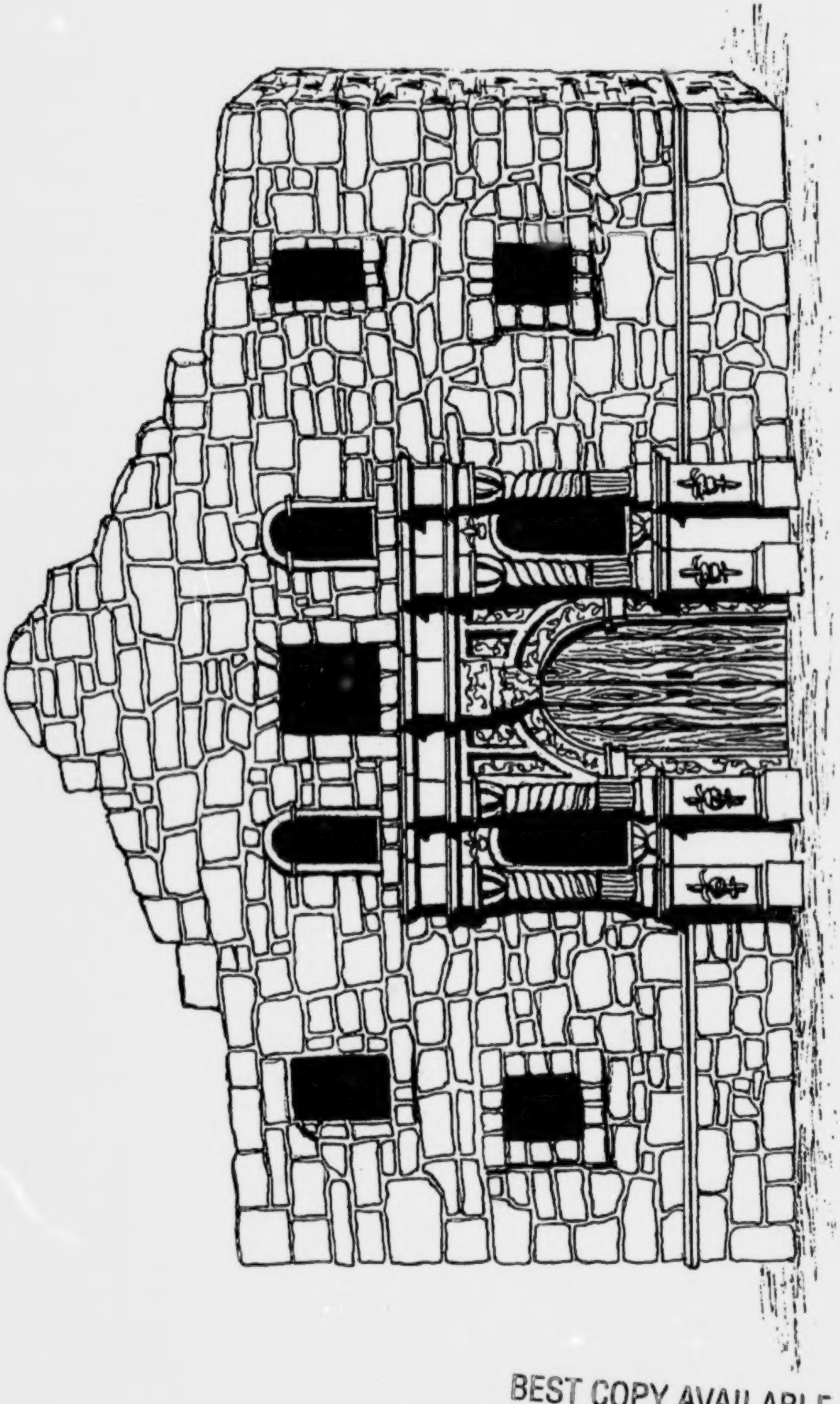
# SNAKE TOSS



# TEXAS FLAG

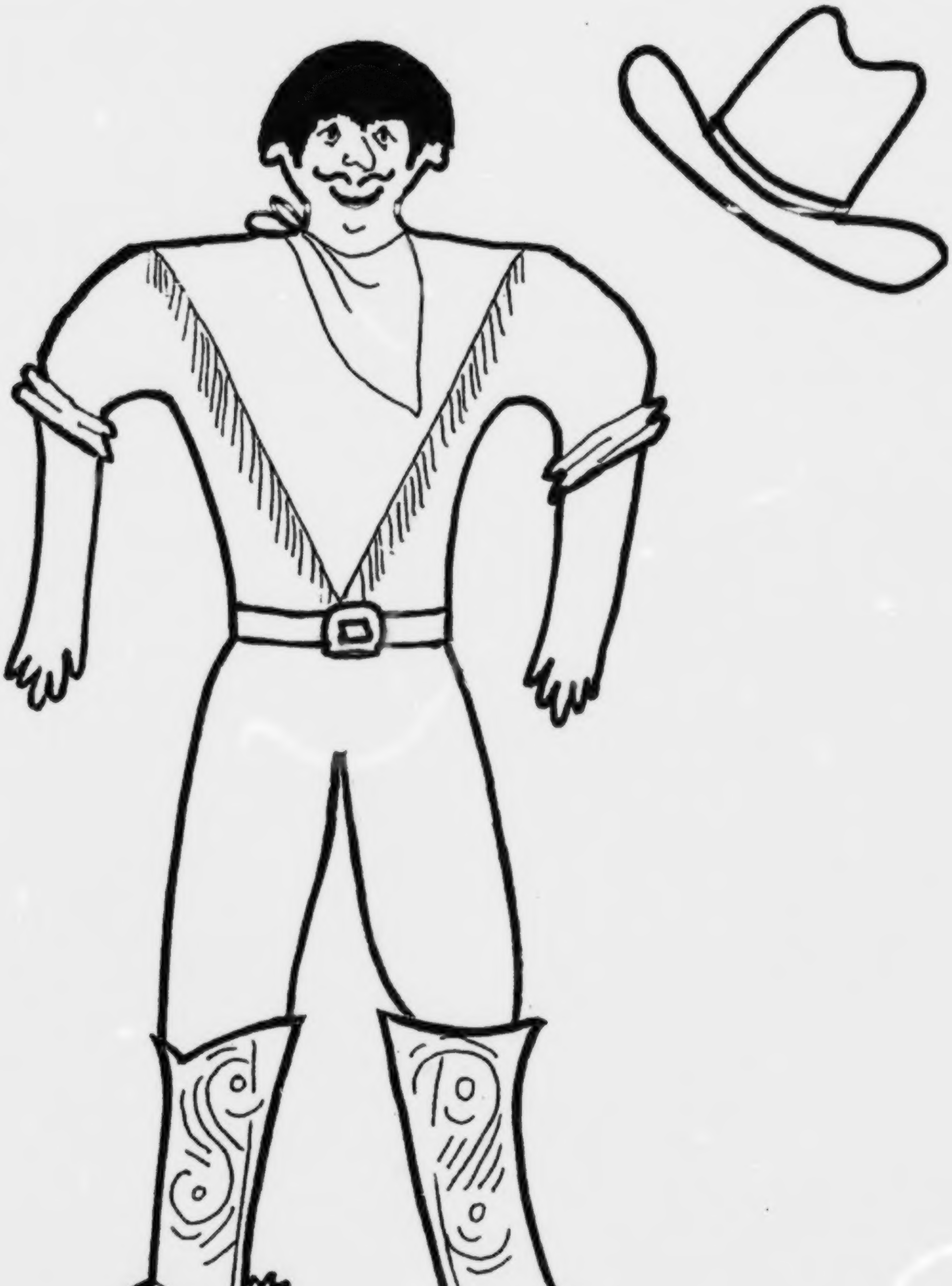


# ALAMO COLORING SHEET

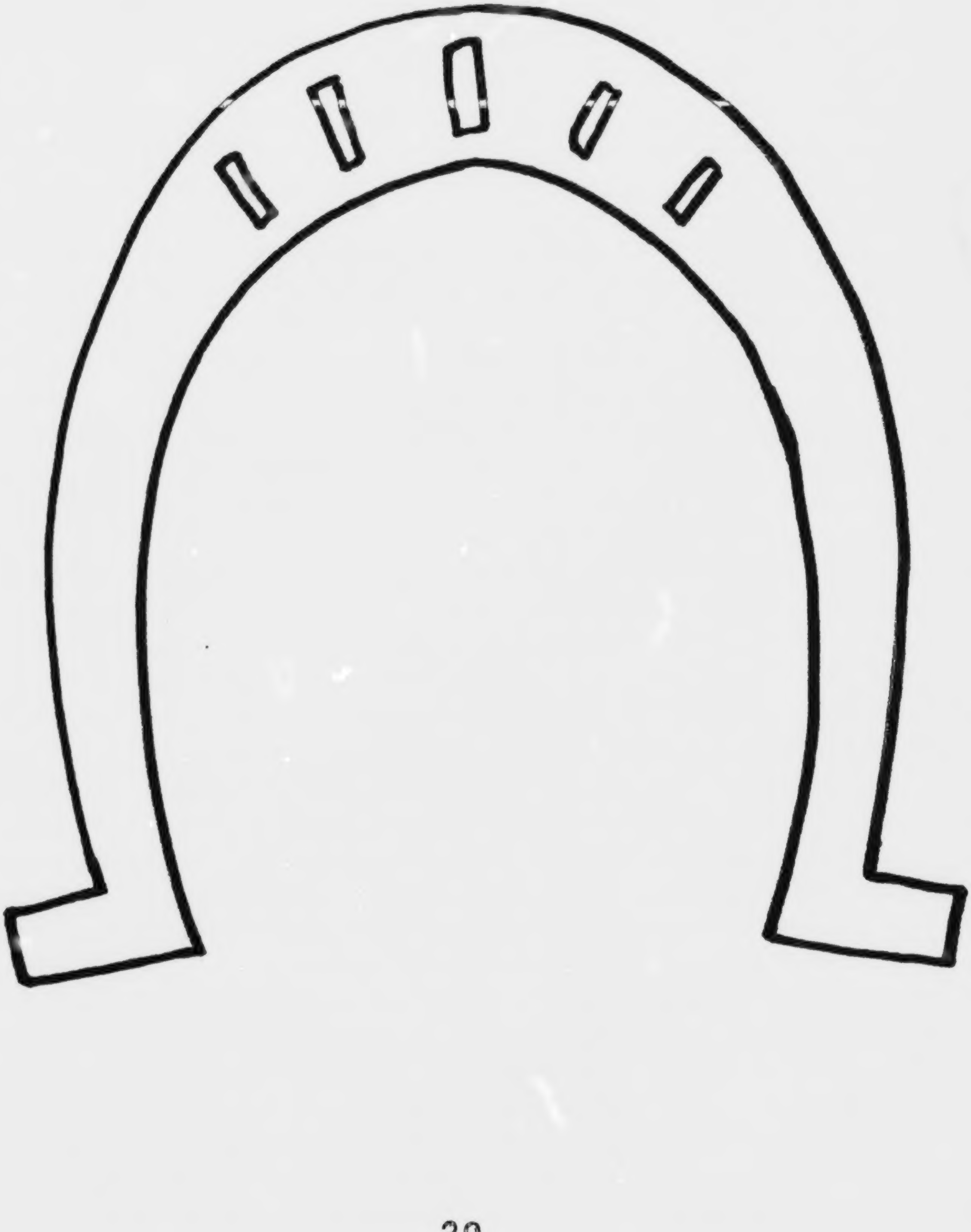


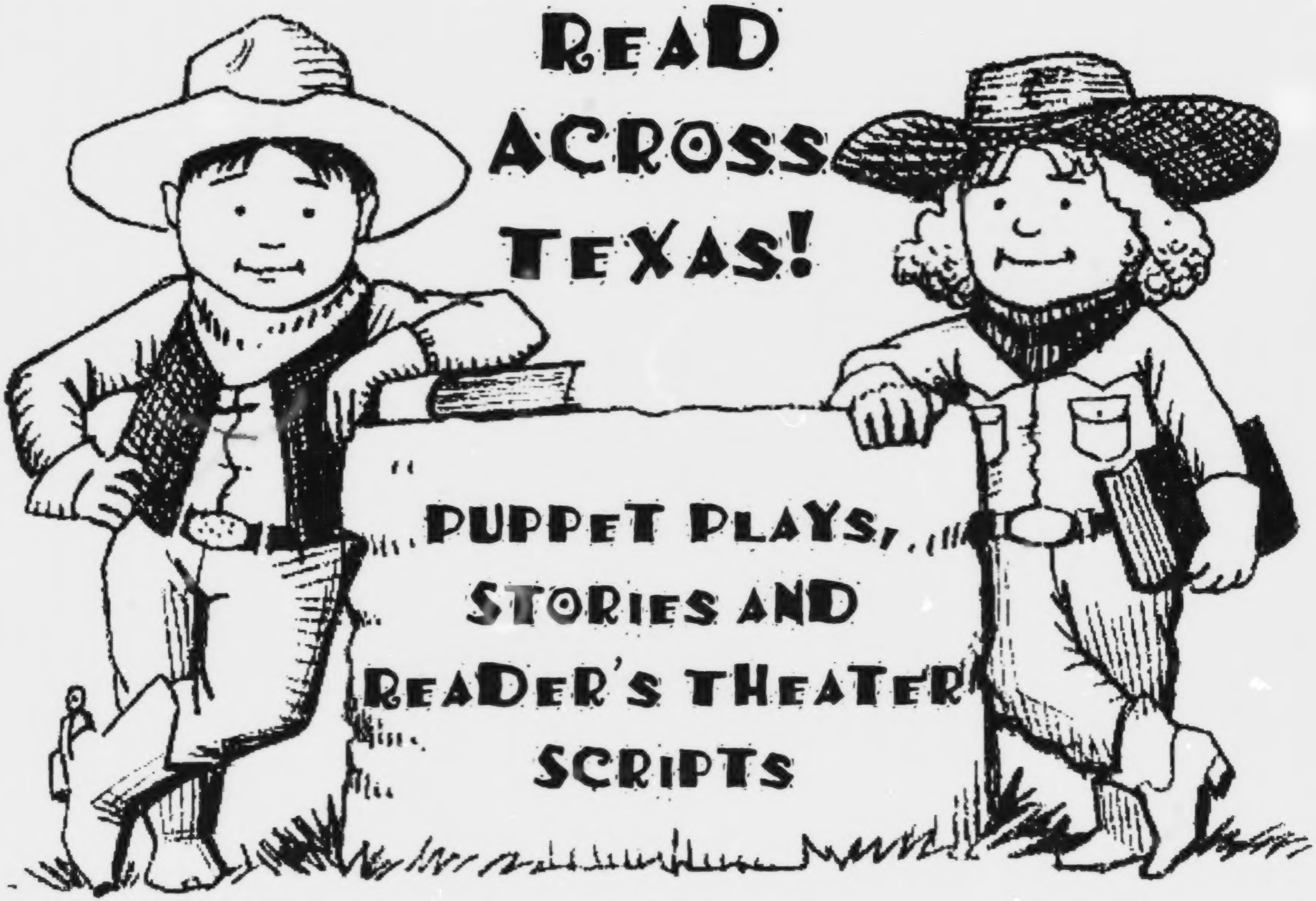
BEST COPY AVAILABLE

# PIN THE HAT ON THE COWBOY



# HORSESHOES




READ
ACROSS
TEXAS!
PUPPET PLAYS,
STORIES AND
READER'S THEATER
SCRIPTS

# THE BALLAD OF GINGER FELLA

### BY MISSY EDGMON

## CHARACTERS

Narrator
Black Bart
Ginger Fella
Sasparilla Armadilla

## PROPS

"Glass" Boots
Legs sewn on Ginger Fella puppet

---

**Narrator:** Once upon a time, there was a poor mistreated cowboy named Ginger Fella.

*(Enter Ginger Fella)*

**Ginger Fella:** It isn't fair! Every year when rodeo time comes around I never get to be in any of the events. Instead, I have to slop buckets, clean out the stalls, and clean up after the horses and the other animals, if you know what I mean. And it's all on account of my no good feet. *(Sling feet to front of stage)* My feet are SO ginger, even the thickest boots won't keep me from getting big ol' fat *ugly* blisters that stay sore for days. That's why they call me Ginger Fella.

*(Enter Black Bart)*

**Black Bart:** Yo, Ginger Fella, you got my horse saddled and ready to go? The buckin' bronco competition is about to begin.

*(Pull Ginger Fella's feet back behind the stage)*

**Ginger Fella:** Yeah, Black Bart. *(Pause)* Say, I have an eentsy weentsy favor to ask. You know that old horse of yours named Charlie? I was wondering if you would let me try to ride him in the bucking bronco event.

**Black Bart:** You on my Charlie horse? Forget it, Ginger. He may be old, but he won't let a cream puff like you ride him! Anyway, you'd lose for sure! Why, you're just barkin' at a knot!

*(Black Bart exits)*

**Ginger Fella** *(Looking at audience):* See what I mean! It just isn't fair!

**Sasparilla Armadilla:** Ginger Fella, I hear you've been having troubles lately.

**Ginger Fella:** You got that right! Say, I haven't seen you around here before.

**Sasparilla Armadilla:** I'm Sasparilla Armadilla. I can grant wishes to poor downtrodden cow pokes. What's your wish, Ginger Fella?

**Ginger Fella:** Oh, I would LOVE to be in the bucking bronco contest. But my feet are SO ginger, even the thickest boots won't keep me from getting big ol' fat, *ugly* blisters…

**Sasparilla Armadilla:** That's o.k, you really don't need to describe it to me. I have just the thing. These glass boots should protect your tootsies. *(Insert name of narrator)*, would you do the honors?

**Narrator:** Sure enough. *(Narrator puts boots on Ginger)*

**Ginger Fella:** These feel great! But I don't have a horse.

**Sasparilla Armadilla:** I already thought of that. I'm going to turn that stable mouse over there *(gestures back stage)* into the meanest bucking bronco you ever did see.

**Ginger Fella:** M-m-m-meanest???

**Sasparilla Armadilla:** Yep! He's a real snorter! But the spell will only last until *High Noon*. Then he turns back into a stable mouse.

**Ginger Fella:** Well I swan! I guess life is fair after all!

*(Both exit)*

**Narrator:** So, Ginger Fella got to be in the bucking bronco competition. And you should have seen that mean bronco buck. And you should have seen Ginga Fella hold on for dear life! *(Throw Ginger above the stage a few times and yell: Yee Ha!! Yippee!! Whoa Doggie!!!, etc.)* Why, it was one long stretch of time before he kissed the ground! And when the competition was over, Ginger Fella won! But before the rodeo winners were announced, it struck *High Noon*.

*(Enter Ginger Fella, running across stage)*

**Ginger Fella:** Oh, my goodness! I've got to get back to the stables or I'll be in big trouble with Black Bart! *(Ginger Fella runs across stage and trips. One boot is thrown to the front of the stage)*

**Ginger Fella:** Oops! Oh, no, my boot…no time to waste! *(Ginger exits)*

**Narrator:** *(Holding the glass boot)* And so the glass boot was the only way the awards committee had to find the winner of the rodeo's grand prize. And wouldn't you know it, Black Bart tried to pretend it was his.

*(Enter Black Bart)*

**Black Bart:** I do believe that boot is mine, and you can just give me my rodeo buckle now.

**Narrator:** You have to try the boot on to prove it's yours, Black Bart.

**Black Bart:** Give that to me!

*(Narrator hands boot to Bart. Bart bends over trying to put it on behind the stage)*

**Black Bart:** OWOWOWOWOWOWOWOWOWOW! It's almost on…it's al-most on…I've got it…I've got it!! *(Boing!)*

*(Boot comes flying over the stage, narrator catches it)*

**Narrator:** Sorry, Black Bart, I'm afraid we all know its not yours.

**Black Bart** *(From behind the stage)*: Why, I'm mad as a rattler! I wanted that rodeo buckle!

**Narrator:** When it came time for Ginger Fella to try on the book, Black Bart was still mad as rattler.

*(Enter Ginger and Bart)*

**Black Bart:** You don't really intend to try that boot on this creampuff, do you? Why, he's just a bucket slopper!

**Narrator:** Yes, Black Bart, we really do intend to try this boot on Ginger Fella.

*(Sling Ginger's feet to the front of stage. Narrator puts on the boot)*

**Ginger Fella:** It fits! I was afraid my feet would be all swolled up from the excitement! Well, Black Bart, you can slop your own buckets from now on!

*(Exit Black Bart)*

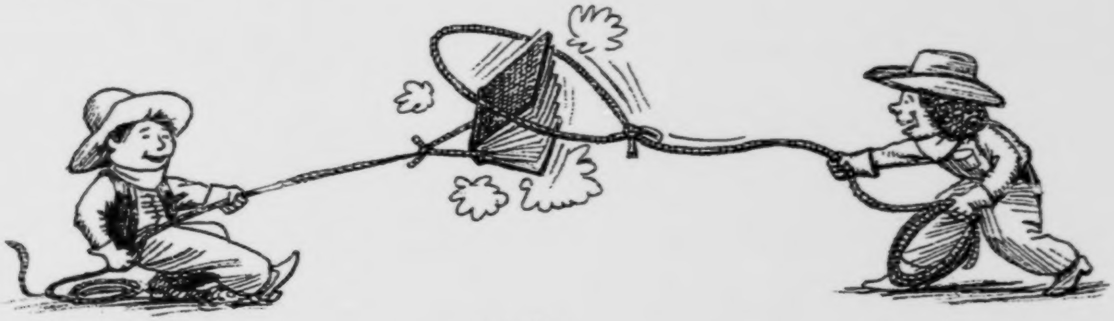
**Narrator:** Ginger Fella was crowned champion of the rodeo and got a great big buckle!

*(Backstage throw Ginger up a few times and yell, YIPPEE! WHOA DOGGIE! YEE HAA!!!, etc.)*

**Narrator:** And so, Sasparilla Armadilla rode off into the sunset singing "Happy Trails to You." And Ginger Fella lived happily every after.

Narrator leads the audience in singing, "Happy Trails"

THE END



# THE COWBOY WHO CRIED COYOTE

### BY GAYLE A. TRAVIS

(Adapted from the "Boy Who Cried Wolf" in
*One Person Puppet Plays* by Denise Anton Wright)

## CHARACTERS

Cowboy
Coyote
Sherriff
Cow

## BACKDROP

Paint a herd of cattle on the background of the prairie.

---

*(Enter Cowboy and Cow. Cowboy is pacing back and forth.)*

**Cowboy:** *(To the audience)* Howdy folks. My job is to watch over these cattle from morning till night. It sure is a boring job. I try to kill time by singing and writing cowboy poetry. Try this on for size –

There once was a cowboy tall
Who hardly thought of his cattle at all.
They spent all their time grazing
Which made the tall cowboy feel lazy
And dream about horses and songs.

**Cow:** Mooo.

**Cowboy:** I wish something exciting would happen, like a coyote would come along and try to get at my herd.

**Cow:** Mooo.

**Cowboy:** In fact I wonder what would happen if I yelled, "coyote!" really loud. I will pretend there is a coyote! That will stir things up a bit!

**Cow:** Mooo.

**Cowboy:** Help, help! It's a coyote! There is a coyote after the cattle. Help!

**Sheriff:** *(Runs on stage, very excited)* What's the matter? Are you hurt? Where is the coyote?

**Cowboy:** Hot diggity dog! Ya'll sure came fast! *(Innocently)* I guess all my yelling scared the coyote away.

**Sheriff:** Well the main thing is that you are safe and the coyote didn't get the cattle. *(Exits stage)*

**Cowboy:** That sure was fun! What should I do now. It is so boring out here. I know, what about a song? Sing along with me:

Home, home on the range,
Where the deer and the antelope play,
Where seldom is heard,
A discouraging word,
And the skies are not cloudy all day. *(Repeat – singing off key)*

**Cow:** Mooo.

**Cowboy:** Well that sure was nice but I am still bored. Why don't we have some more fun. I am going to yell and see if that fella comes running back to help.

**Cow:** Mooo.

**Cowboy:** Help, help! It's a coyote! There is a coyote after the cattle. Help!

**Sheriff:** *(Runs on stage again, this time out of breath)* What's the matter? *(Looks around the stage)* I don't see any coyote here. Are you sure there was a coyote after the cattle?

**Cowboy:** Well, I swan. That coyote was right here a minute ago. I reckon my yelling scared him away.

**Sheriff:** *(Still suspicious)* Well…if that coyote comes again, you yell and I will come running to the rescue. *(Exits stage)*

**Cowboy:** *(To audience)* Boy we sure do have him fooled, don't we? Let's sing another song to liven things up a bit. Do you know "Get Along Little Dogies?" All together now.

As I walked out one morning for pleasure,
I met a cowpuncher a jogging along;
His hat was throwed back and his spurs was a jingling
And as he advanced he was singing this song:
Yippee ti yo, get along little dogies
It's your misfortune and none of my own
Yippe ti yo, get along little dogies.
You know that Wyoming will be your new home.

That sure was fun. I bet that fella will still come running if I call again.

**Cow:** Mooo.

**Cowboy:** Help, help! It's a coyote! There is a coyote after the cattle again. Help!

**Sheriff:** *(Runs on stage)* Okay, where is that coyote? I don't see a coyote here! I think you are making this all up. Don't bother to call again because I am not just going to keep running up here for no reason. *(Exits stage)*

*(Cow exits stage)*

**Cowboy:** Gosh darn, he sure is mad. Some people just can't take a joke. Where did that cow go? I had better round him up or I will be in big trouble! *(Exits stage)*

**Coyote:** *(Enters stage howling)* Wow, look at all these cattle. I think I will have a little fun with that cowboy. It will teach him to go off and leave the herd like this. I will scare the daylights out of him when he comes back. *(Hides to one side of the stage)*

**Cowboy:** I can't find that blasted cow anywhere! I hope it rejoined the herd or I am going to be in even more trouble with my trail boss.

**Coyote:** *(Jumps from corner of stage and scares the Cowboy)* Grrrrrr.

**Cowboy:** Help, help! It's a coyote! There is a coyote after the cattle. Help! It's going to eat me too. Help! There really is a coyote! *(Runs off stage screaming)*

**Coyote:** That will teach him! *(Exits stage howling)*

**Sheriff:** *(Enters stage)* Yawn. That cowboy just won't learn!

**Cowboy:** *(Enters stage out of breath)* There REALLY is a coyote!

**Sheriff:** Sorry pardoner – you called for help when there really wasn't a need before. We aren't going to believe you now. *(Exits stage)*

**Cowboy:** Now I see what happens when you lie. Soon no one will believe anything you say, even when it is true. *(To the audience)* You nice folks remember that. I've sure learned my lesson! From now on, I'll stick to singing and poetry to entertain myself. Say, would you'll sing one with me now? How about, "Deep in the Heart of Texas?"

*(Sheriff and coyote come back on stage to sing)*

**Deep in the Heart of Texas**
(Music by Don Swander and words by June Hershey circa 1941)

The stars at night, are big and bright, *(clap, clap, clap, clap)*
Deep in the heart of Texas,
The prairie sky is wide and high, *(clap, clap, clap, clap)*
Deep in the heart of Texas.
The sage in bloom is like perfume, *(clap, clap, clap, clap)*
Deep in the heart of Texas,
Reminds me of, the one I love, *(clap, clap, clap, clap)*
Deep in the heart of Texas.
The coyotes wail, along the trail, *(clap, clap, clap, clap)*
Deep in the heart of Texas,
The rabbits rush, around the brush, *(clap, clap, clap, clap)*
Deep in the heart of Texas
The cowboys cry, "Ki-yip-pee-yi," *(clap, clap, clap, clap)*
Deep in the heart of Texas.
The dogies bawl, and bawl and bawl, *(clap, clap, clap, clap)*
Deep in the heart of Texas.

# THE BABE OF THE ALAMO:
# ANGELINA DICKINSON

### BY DONNA INGHAM

I suppose almost everybody knows about the Battle of the Alamo. And what most people know for sure is that there were no survivors among the defenders of the Alamo. None of the Texas soldiers who fought there lived to tell the tale. But there were survivors among the Texans at the Alamo, and one of them was a little girl—I mean a *really* little girl named Angelina Elizabeth Dickinson. Back in March of 1836 she wasn't quite a year and a half old. And she didn't know anything about war or the reasons for war. She just knew how to be a baby and do what babies do. And that made her adorable to the men on *both* sides.

Well, to her daddy, of course. He was a young officer in the Texas army, Almeron Dickinson, and he'd brought his wife, Susanna, and his daughter with him to the Alamo. And he carried Angelina with him everywhere he went—even when he went to a meeting with Col. William Barret Travis.

So there she was crawling around, playing on the floor, doing what babies do, and Col. Travis himself could not resist her baby charms. In the midst of all his concerns about being way outmanned by the Mexican army and about having none of the reinforcements he had asked for and hoped for, he picked Angelina up and lifted her onto his lap. Then he took a hammered gold ring with a black cat's eye stone off his finger, tied it through with a string he found in his pocket, and slipped it over Angelina's head like a necklace. "If my boy was here," he said, "I'd give this to him. But I won't be needing it anymore, so you keep it for me."

She already had a wooden doll whittled for her by Davy Crockett, that funny man from Tennessee who made her laugh when he'd tickle her with the tail hanging from his fur skin cap—sometimes coon skin, sometimes fox skin—and he made her bounce on her little fat legs when he played his hoe down fiddle. Oh, she got attention from everyone. That's what babies do.

If she remembered anything about the battle going on around her on March 6,1836, it was probably the noise: the sounds of gunfire and cannon fire and men shouting orders—and men crying out in pain. She might remember being held close by her mother, Susanna, as they huddled in a small room where gunpowder had been stored. She might even remember the left-over smell of that gunpowder. And then there was the silence, when the noise was all over and everything was quiet again after the Mexicans had overrun the old mission.

She might remember being carried by her mother from that small room into a larger one where a man wearing a fancy military uniform and white gloves reached out for her. And she did what babies do: she went to him and sat on *his* lap and played with all the medals hanging off his jacket. When he spoke to her, the words were soft and musical. *"Hermosa,"* he said, *"muy hermosa."* Later her mother would tell her that he was calling her beautiful, very beautiful. And later her mother would tell her that this man wanted to take Angelina—only he called her *Angelina*—back to Mexico with him. "I want this child," he said. "I will give her the best Mexico has to offer: clothes and jewels and education."

But her mother said, "No, never!" For this man, of course, was General Antonio Lopez de Santa Anna, the man who had ordered "no quarter," who had said there would be no survivors among those who fought against him, including Susanna's husband and Angelina's father, Almeron.

So Santa Anna gave them safe passage away from the Alamo and made Susanna his messenger. "Go," he said, "and tell all the Texans that the Alamo has fallen, and tell Sam Houston that any further resistance will be useless."

As they rode from the Alamo to Sam Houston's camp, Susanna and Angelina encountered other

Texans, one of whom was Erastus "Deaf" Smith, and it was Smith who reached out for Angelina this time. And she did what babies do: she went to him and cuddled down against the soft deerskin of his jacket and went back to sleep. Once they reached Sam Houston's camp, Smith continued to hold Angelina and rock her as she slept and as Susanna poured out her story of those thirteen days at the Alamo and of the brave defenders who died there.

And from that story came the rallying cry, "Remember the Alamo!" that took the Texans into battle at San Jacinto: the battle they won, the battle in which they captured Santa Anna, the battle that assured Texas its independence from Mexico and its beginnings as a new republic.

And Angelina? Oh, she would remember the Alamo too, no doubt—or at least some of the men there whose lives she touched with her innocence—every time she looked at that hammered gold ring with the black cat's eye stone or that crudely-carved wooden doll, or anytime she saw brightly-ribboned medals hanging on a military uniform.

And we remember her as the Babe of the Alamo.

Note: "Babe of the Alamo" is on *Texas (& Texanized) Myths & Legends* released by Wordshop Press in 2001, ISBN 0-9671618-3-5. The tape is available at Austin Barnes & Noble stores or by mail order from Wordshop Publishing, 1025 Coventry Road, Spicewood, TX 78669, for $12.

# GOING TO ROUND ROCK

### ADAPTED BY DOROTHY MCMAHON

(Flannel board patterns are provided after this story for you to copy and use in its presentation.)

One afternoon, Coyote was walking next to the horse pasture of the Flying Mustang Ranch. Suddenly, several horseflies began flying around his head. Coyote reached up, caught one of those horseflies, and quickly put it in the burlap sack he was carrying. He tied up that burlap sack, threw it over his shoulder, and started traveling down the road.

He traveled until he came to the Running W Ranch where he met Garwood, the ranch house cook. Garwood was cooking up a mess of delicious smelling chili. Now when Coyote smelled it, he was hungry! So, coyote hatched a plan to rustle up something to eat.

"Could I leave my burlap sack here while I go to Round Rock?" asked Coyote.

Garwood said, "Sure, you can leave it here. I don't mind at all."

"That's very neighborly and kind of you," said Coyote. "But while I'm gone, be sure not to open my burlap sack."

Coyote sauntered off down the road grinnin' from ear to ear. He was barely out of sight before Garwood looked at that tightly tied burlap sack. Usually, he was not very curious, but for some reason, his curiosity got the better of him. "Why shouldn't I take just one little bitty peek inside that sack?" he thought. And he did.

Of course, when he did that horsefly came flying out. A gecko living under the nearby porch quickly caught that horsefly with a flip of its long tongue and swallowed him in one gulp.

Now Coyote, he turned right back around, came back to the Running W. Ranch, and picked up his sack. It felt lighter than it had before, so he looked inside. Seeing that his horsefly was gone, he said, "My horsefly is gone. You opened my burlap sack, didn't you?"

"I did open your burlap sack," Garwood said. "I was taking just one little peek when that horsefly flew out and it was eaten by the gecko that lives under the porch."

"Well, it's too bad that happened," said Coyote. "But now I must take the gecko."

Coyote scooped up that gecko, put him in his burlap sack, and continued walking down the road.

He traveled until he came to the Yellow Rose of Texas Ranch. There he met Miss Ruby Lee Gerdes who was one of the prettiest cowgirls around those parts.

"Could I leave my burlap sack here while I go to Round Rock?" asked Coyote.

Miss Ruby Lee said, "Sure, you can leave it here. I don't mind at all."

"That's very neighborly and kind of you," said Coyote. "But while I'm gone, be sure not to open my burlap sack."

Coyote sauntered off down the road grinnin' from ear to ear again. He was barely out of sight before Miss Ruby Lee looked at that tightly tied burlap sack. Usually, she was not very curious, but today her curiosity got the better of her. "Why shouldn't I take just one little bitty peek inside that sack?" she thought. And she did.

Of course, when she did that gecko came scurrying out. Miss Ruby Lee's pet roadrunner was nearby and quickly gobbled up that gecko in the wink of an eye.

Now Coyote, he turned right back around, came back to the Yellow Rose of Texas Ranch, and picked up his sack. It felt lighter than it had before, so he looked inside. Seeing that his gecko was gone, he said, "My gecko is gone. You opened my burlap sack, didn't you?"

"I did open your burlap sack," said Miss Ruby Lee. "I was taking just one little peek when that gecko scurried out and was quickly eaten by my pet roadrunner."

"Well, it's too bad that happened," said Coyote. "But now I must take the roadrunner."

Coyote grabbed that roadrunner, put it in his burlap sack, and continued walking down the road.

He traveled until he came to the Rocking R Ranch, which had the finest herd of longhorn cattle in the State of Texas. There he met the ranch foreman, Collie Loflin.

"Could I leave my burlap sack here while I go to Round Rock?" asked Coyote.

Collie Loflin said, "Sure, you can leave it here. I don't mind at all."

"That's very neighborly and kind of you," said Coyote. "But while I'm gone, be sure not to open my burlap sack."

Coyote sauntered off down the road grinnin' from ear to ear. He was barely out of sight before Collie looked at that tightly tied burlap sack. Usually he was not very curious, but today his curiosity got the better of him. "Why shouldn't I take just one little bitty peek inside that sack?" he thought. And he did.

Of course, when he did that roadrunner came running out. One of Collie's longhorns was grazing nearby. It began chasing that roadrunner. The longhorn, however, was no match for the roadrunner; and the roadrunner was out of sight in a flash.

Now Coyote, he turned right back around, came back to the Rocking R Ranch, and picked up his sack. It felt lighter than it had before, so he looked inside. Seeing that his roadrunner was gone, he said, "Where is my roadrunner? You opened my burlap sack, didn't you?"

"I did open your burlap sack," said Collie. "I was taking just one little peek when that roadrunner ran out and one of my longhorns chased it away."

"Well, it's too bad that happened," said Coyote. "But now I must take the longhorn."

Coyote roped that longhorn, put it in his burlap sack, and continued walking down the road.

He traveled until he came to the Bluebonnet Ranch. There he met the owner Miss Ida Mae Dosset and her niece, Ivy Dean, who was visiting her from up North.

"Could I leave my burlap sack here while I go to Round Rock?" asked Coyote.

Miss Ida Mae said, "Sure, you can leave it here. I don't mind at all."

"That's very neighborly and kind of you," said Coyote. "But while I'm gone, be sure not to open my burlap sack."

Coyote sauntered off down the road grinnin' from ear to ear again. He was barely out of sight before Miss Ida Mae looked at that tightly tied burlap sack. Usually, she was not very curious, but today her curiosity got the better of her. "Why shouldn't I take just one little bitty peek inside that sack," she thought. And she did.

Of course, when she did that longhorn came bolting out. Ivy Dean had never seen a longhorn before and she screamed. That longhorn was so startled by her scream, he broke through the corral fence and didn't stop running until it got to the next county.

Now Coyote, he turned right back around, came back to the Bluebonnet Ranch, and picked up his sack. It felt lighter than before, so he looked inside. Seeing that his longhorn was gone, he said, "Where is my longhorn? You opened my burlap sack, didn't you?"

"I did open your burlap sack," Miss Ida Mae said. "I was taking just one little peek when that longhorn ran out. My niece Ivy Dean screamed, and I'm afraid her scream scared it to death. And I haven't seen that longhorn since.

"Well, it's too bad that happened," said Coyote. "But now I must take your niece."

Coyote grabbed Ivy Dean by the arm, put her in his burlap sack, and continued walking down the road.

He traveled until he came to the Circle D Ranch. There he met Mrs. Mildred Inez Dodson, who was famous for her jalapeño bean soup.

"Could I leave my burlap sack here while I go to Round Rock?" asked Coyote.

Mrs. Mildred Inez said, "Sure, you can leave it here. I don't mind at all."

"That's very neighborly and kind of you," said Coyote. "But while I'm gone, be sure not to open my burlap sack."

Coyote sauntered off down the road grinnin' from ear to ear again.

Mrs. Mildred Inez was cooking her famous jalapeño bean soup. Her nieces and nephews, who were visiting, couldn't wait to taste it. "Oh, Aunt Mildred Inez," they said, "When can we have a bowl of your delicious jalapeño bean soup?"

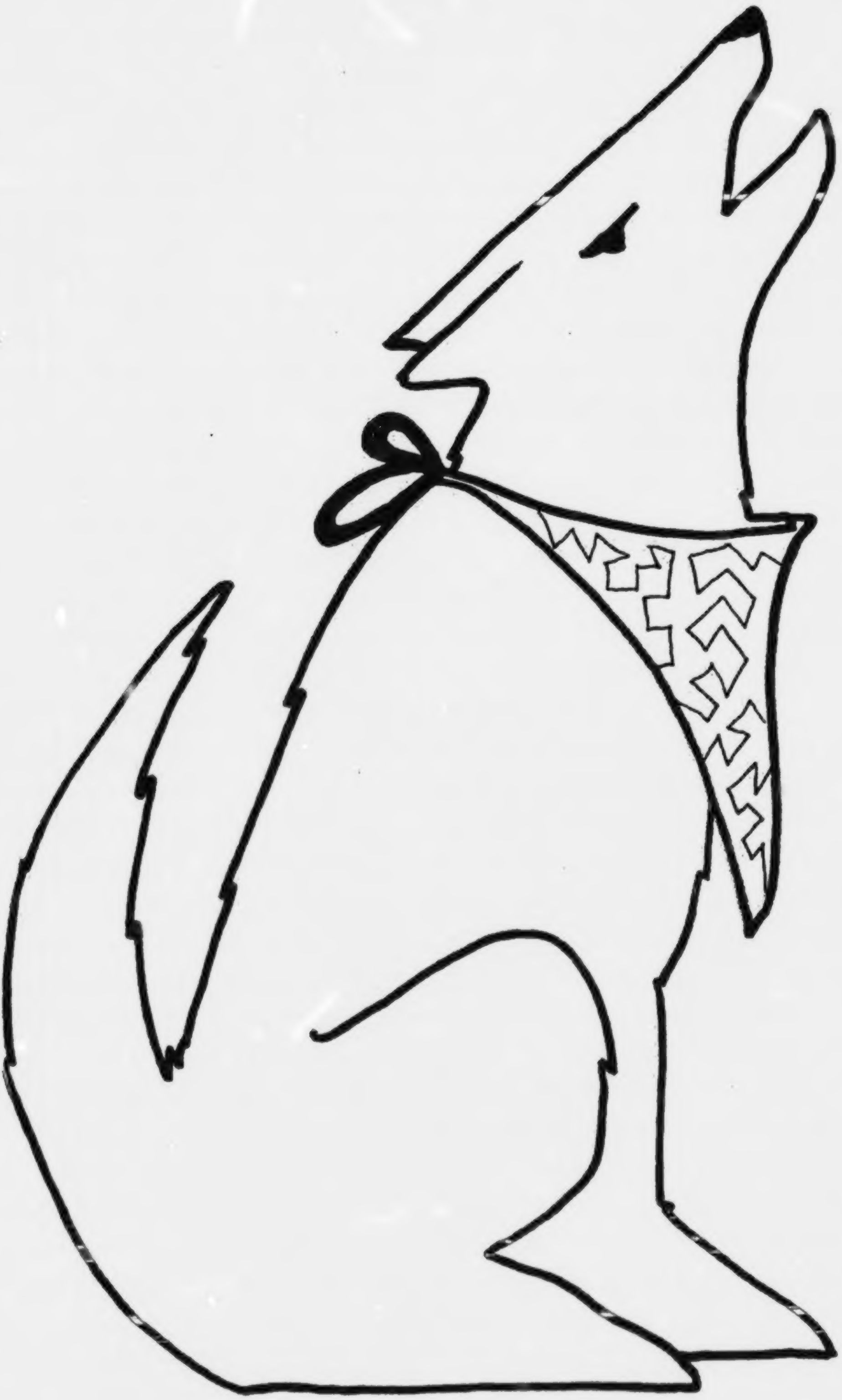
No one at the Circle D Ranch paid one bit of attention to that tightly tied burlap sack, until Ivy Dean, who was scared and hungry inside of it, smelled the delicious soup, and suddenly she cried out, "Oh Miss, could I have a bowl of that soup too?"

Hearing a little girl's voice coming from that burlap sack, Mrs. Mildred Inez quickly opened that sack. When she realized what Coyote was up to, she replaced Ivy Dean with her own pet bobcat and tied that sack back up just as tightly.

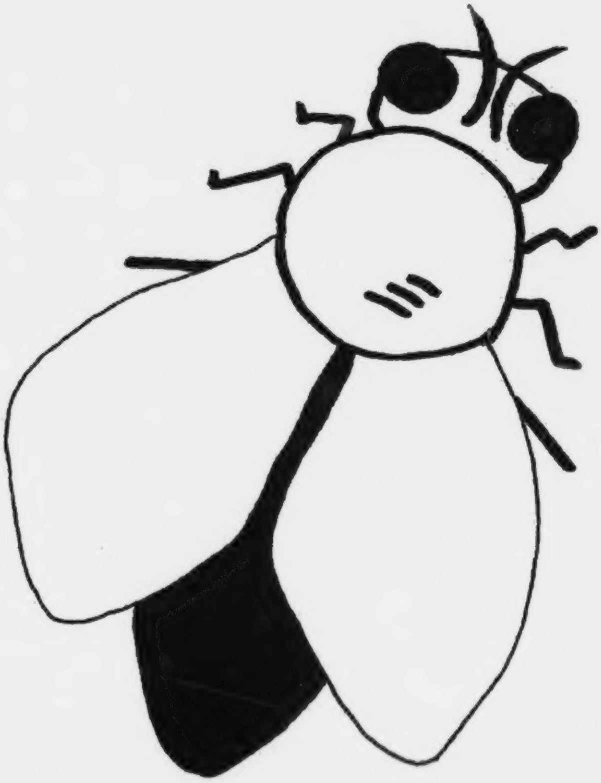
Now Coyote, he turned right back around, came back to the Circle D Ranch. He saw that the burlap sack was still tightly tied and it felt full. He threw the burlap sack over his shoulder and continued traveling down the road.

Soon Coyote stopped to rest under a nice shade tree. He was hungry and began to untie the burlap sack. If Ivy Dean had been in that sack, well, you know what might have happened. But, luckily, she wasn't in that sack. She was at Mrs. Mildred Inez's house eating a bowl of her delicious jalapeño bean soup. And, when Coyote untied the burlap sack, he didn't find a little girl. What he did find was a very mad bobcat. That bobcat sprang out of that sack and began chasing Coyote. Coyote scrambled down that road as fast and far as he could just a-yippin' and a-howlin'. And to this day, Coyote has never been seen anywhere near any of those ranches again.

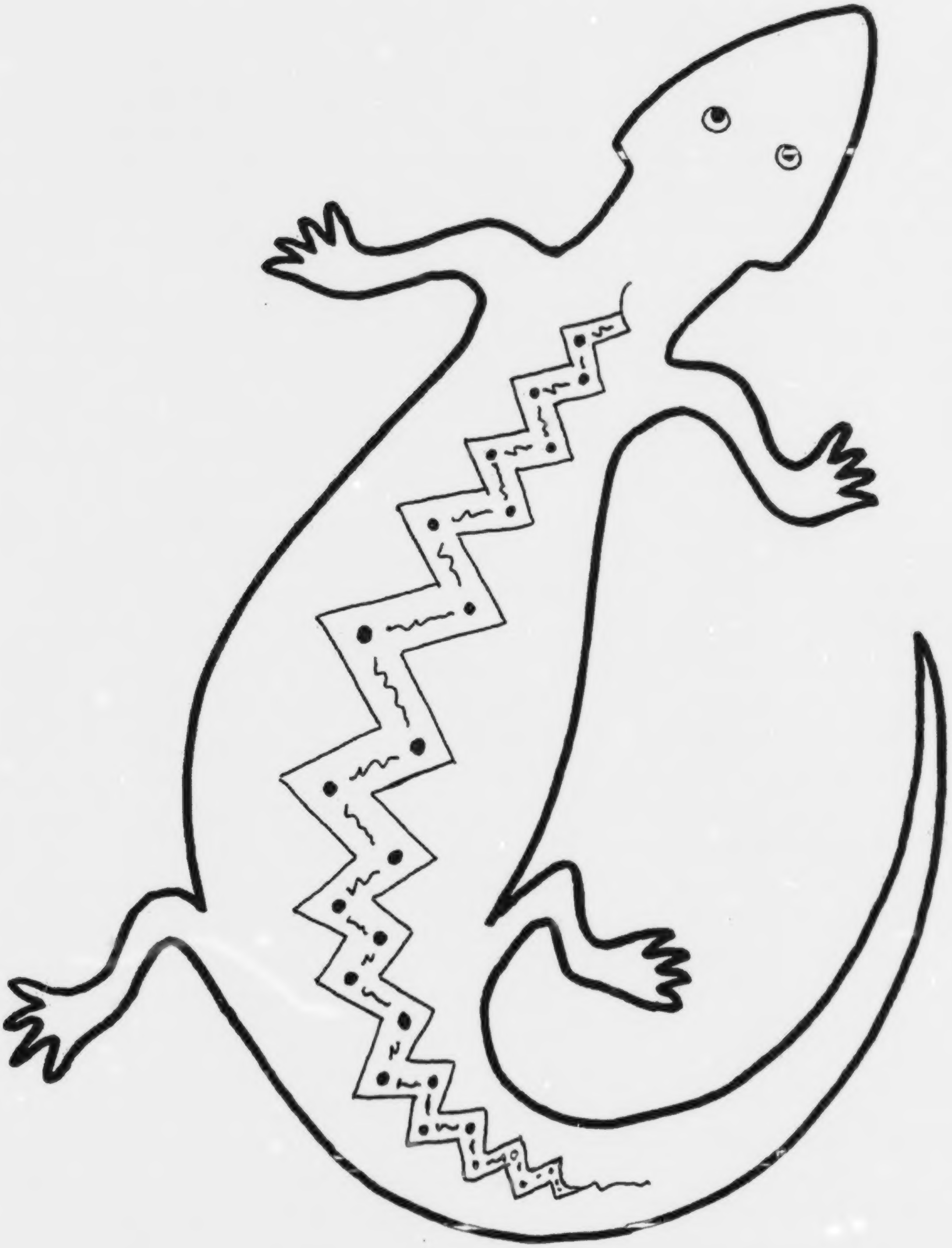
# COYOTE



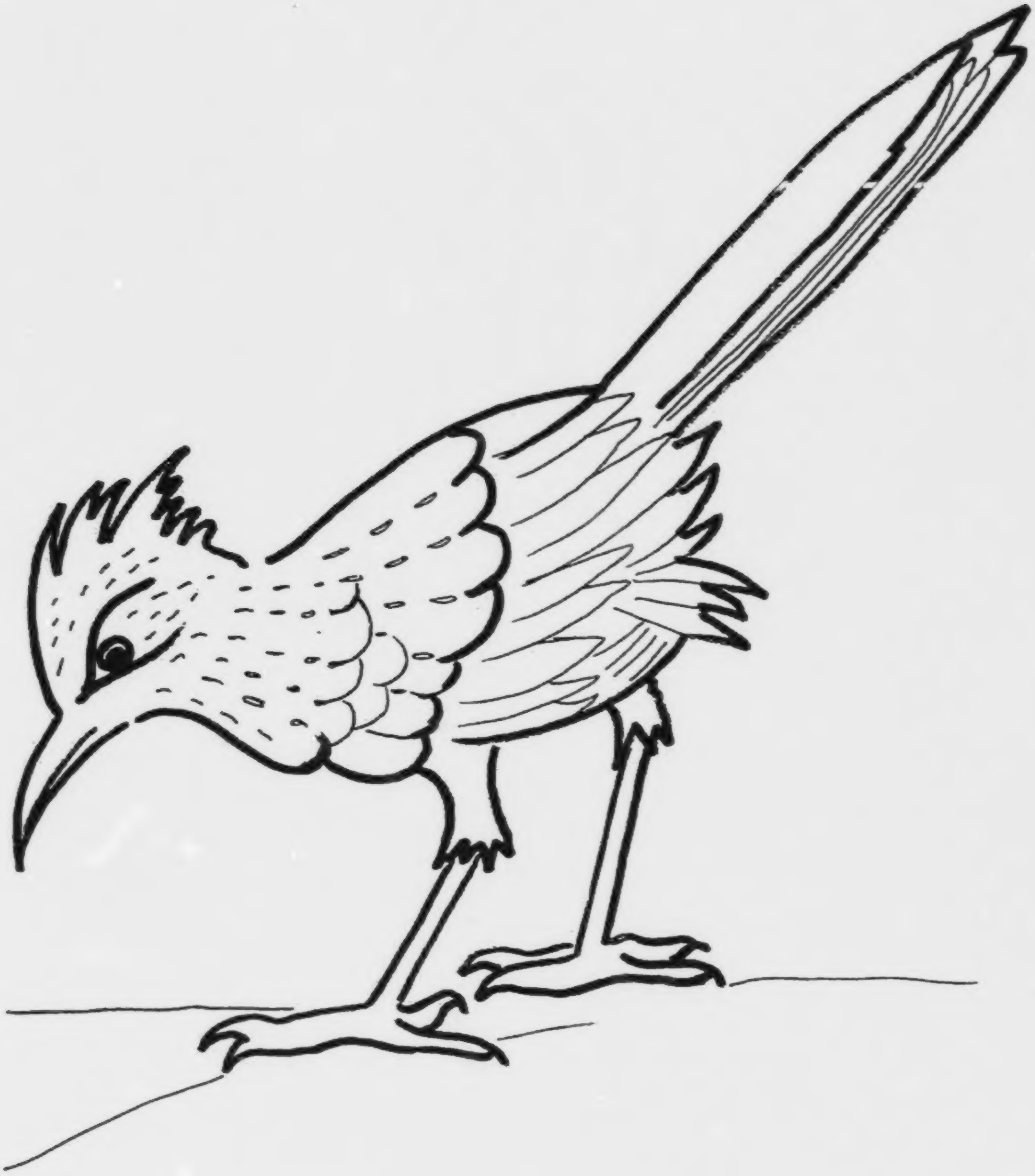
# HORSEFLY



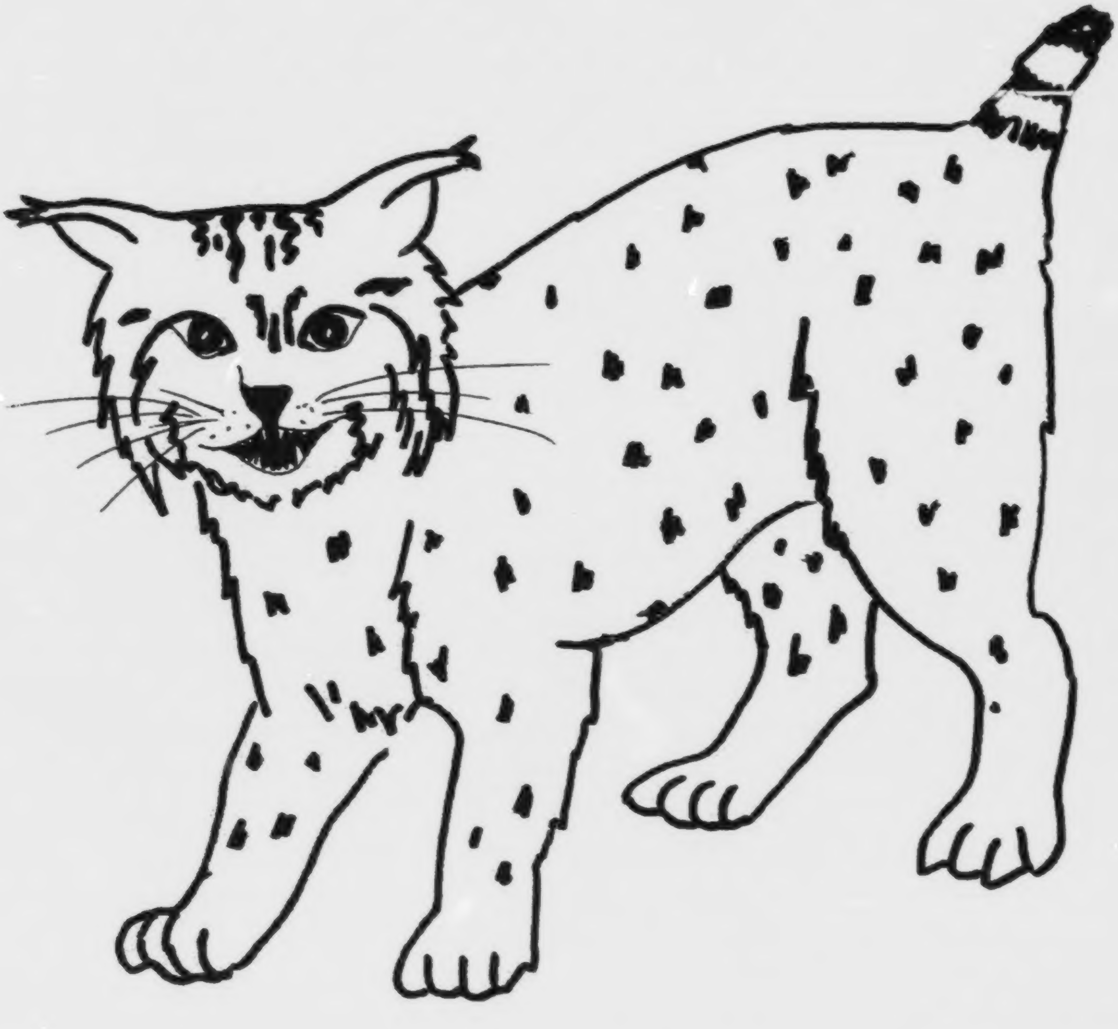
# GECKO



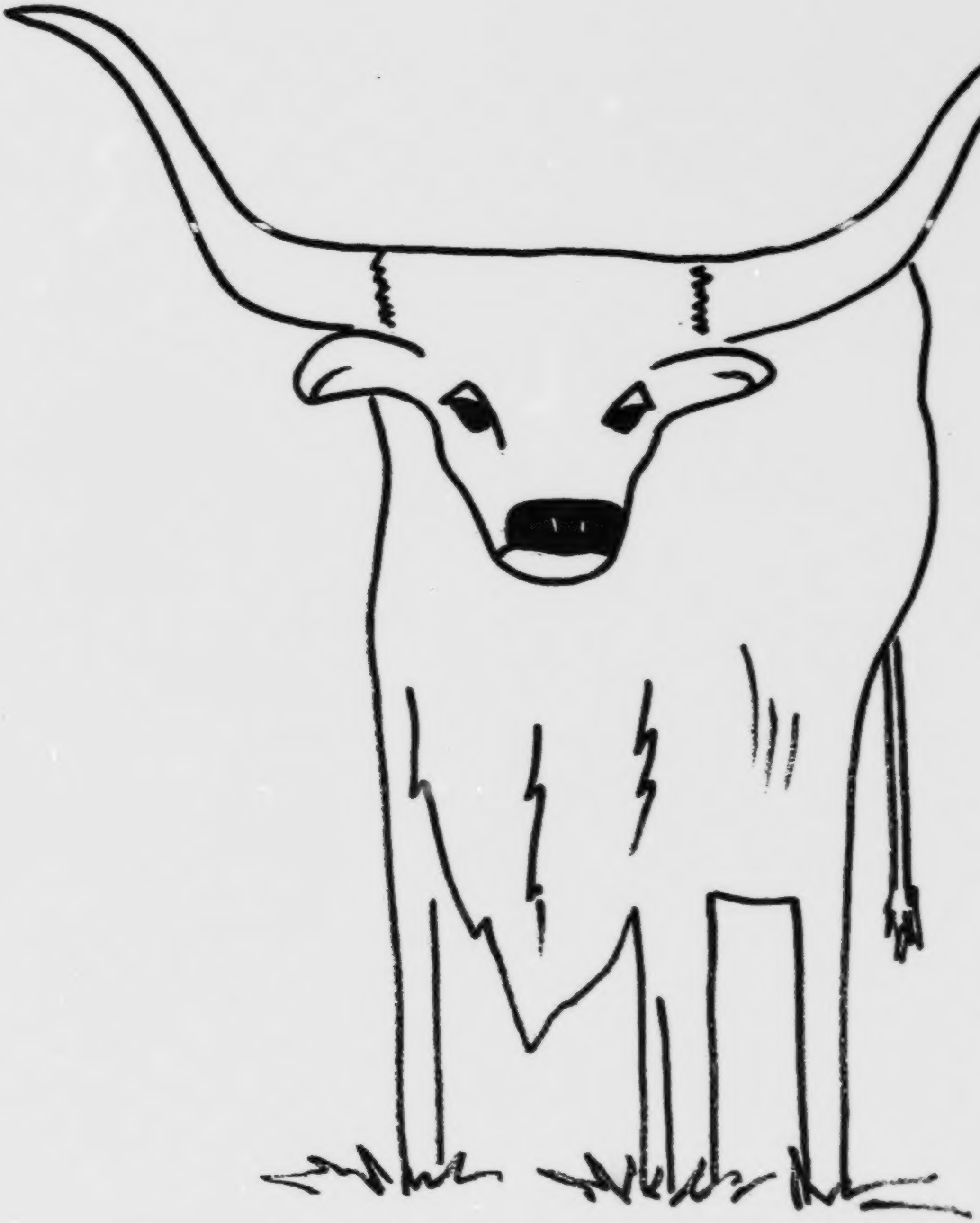
# WOODPECKER



# BOBCAT



# LONGHORN



# READ ACROSS TEXAS!

## READER'S THEATER

What is Reader's Theater? It is often defined by what it is not. It has no memorizing, acting, props, costumes, or sets. Children use their voices, facial expressions, and hand gestures to interpret their characters.

Here are some tips for a smooth performance:

1. Arrange the readers in a row or semicircle facing the audience. They may all stand or they may all sit. If the readers stand, they may take a step forward while reading and step back when finished. If they are sitting, they may stand while reading and sit when finished.
2. If there are two narrators, put one on each side of the stage.
3. Readers may hold their scripts, or the scripts may be placed on music stands.
4. A child may be assigned to read more than one role. It is best if the two characters do not have consecutive lines.
5. Review words that are difficult to pronounce and define words that the readers may not understand.
6. Allow time for the players to read the script silently. Provide pens and markers for them to highlight their lines and make "stage" notes, such as "gruff voice." If time permits, let them read the script aloud before the performance. It is best if the readers know their lines well enough to look at the audience at least part of the time.
7. Ask one player to introduce the title and author of the story. Instruct all players to freeze until the audience is quiet and ready to listen.

When the reading is finished, the readers will freeze for a long moment and then they all bow together.

☆READ ACROSS TEXAS!

# READ ACROSS TEXAS!

## ARMANDO THE AWKWARD ARMADILLO

### READER'S THEATER SCRIPT

### BY GAYLE TRAVIS

**CHARACTERS**

Mama Armadillo
Papa Armadillo
4 Baby Armadillos: Armando, Alex, Andrew, Antonio
Narrator 1, Narrator 2, Narrator 3, Narrator 4 (Narrators can be combined for use by fewer players)
Big Tex

---

**Narrator 1:** Deep in the heart of Texas there lived six armadillos.

**Narrator 2:** There was Mama Armadillo.

**Mama Armadillo:** Here I am over here.

**Narrator 3:** And Papa Armadillo.

**Papa Armadillo:** I hear someone talking about me.

**Narrator 4:** And 4 baby armadillos. Armadillos always have four babies of the same sex.

**Andrew:** I am Andrew.

**Armando:** I am Armando.

**Alex:** I am Alex.

**Antonio:** I am Antonio.

**Narrator 1:** One day they were sitting in the Texas desert getting ready to eat some worms.

**Papa Armadillo:** These worms are too slimy.

**Mama Armadillo:** These worms are too fat.

**Armando:** My worms are very tasty.

**Andrew:** Then why are they all over your face?

**Alex:** You look like an octopus.

**Antonio:** Slurp them back into your mouth or one of us will eat them for you.

**Mama Armadillo:** Boys! Quit giving Armando a hard time, you know he has always been a little awkward.

**Narrator 2:** Suddenly they heard a horrible monster.

**ALL:** VROOOMM!

**Narrator 3:** It had four round feet, which rolled as it sped down the road.

**Narrator 4:** And two HUGE eyes that shot out blinding lights that could make them stop dead in their tracks.

**Papa Armadillo:** Quick, everyone burrow a hole and hide!

**Mama Armadillo:** Whatever happens, don't go near the road!

**Narrator 1:** Soon each armadillo was buried in their own hole.

**Papa Armadillo:** I am getting too old for this, my hole is too shallow!

**Mama Armadillo:** This-this hole-hole-hole is too deep-deep-deep *(said as if with an echo)*.

**Andrew:** Armando! Tuck in your tail!

**Alex:** It is sticking straight up in the air!

**Armando:** It won't roll up with me, what should I do?

**Antonio:** Quick cover it with leaves, maybe it will look like a plant!

**Papa Armadillo:** Let me do it. Everyone roll into a ball in your hole.

**Narrator 2:** As Papa Armadillo covered Armando's tail with leaves, the huge road monster came towards them. Suddenly it stopped just when it was about to roll over the plant and the five rolled up armadillos.

**Narrator 3:** A strange creature opened up the side of the monster and came towards them.

**Narrator 4:** It had heavy pointed feet and a shell-like hat on its head.

**Big Tex:** I need to get me some worms if I am going to catch anything at the fishin' hole. Wait, what's that I see yonder?

**Narrator 1:** Big Tex had spotted the two left over piles of worms and went over to see for himself.

**Big Tex:** These worms are too slimy. They will never stay on my hook.

**Narrator 2:** He went and checked out the second pile.

**Big Tex:** These worms are just right, the fish like them fat and juicy.

**Narrator 3:** Big Tex gathered the worms up in his jar.

**Narrator 4:** Armando the awkward armadillo was not just covered with leaves. Instead of rolling up in a ball, he had rolled up into a cube instead.

**Big Tex:** Now if I could just find a nice heavy brick to weight down the lid of my tackle box . . . Here we are . . . This brick even comes with a handle!

**Narrator 1:** He had spotted Armando!

**Narrator 2:** He quickly grabbed Armando by his long tail and put him into the monster's back.

**Narrator 3:** With its four round feet spraying gravel every which way, it roared off down the road.

**Andrew:** Boy, that was close.

**Alex:** We dug great holes.

**Antonio:** I bet he couldn't even see us.

**Andrew:** But look at our worms!

**Papa Armadillo:** Somebody has been fingering my worms.

**Mama Armadillo:** Somebody has taken all my worms away!

**Papa Armadillo:** Wait – where is Armando?!

**Papa & Mama:** That monster must have taken him!

**Mama Armadillo:** He has been armadillo-napped.

**Alex, Antonio, and Andrew:** We have to save him!

**Narrator 4:** Meanwhile Armando was in the back of Big Tex's pick-up.

**Armando:** Oh no!! How did I get here! I have to get away.

**Narrator 1:** First he tried to dig a hole in the bed of the pickup but he found the metal floor too hard even for his long claws.

**Narrator 2:** Next he tried to curl up in a ball, but his cube shape did not even allow him to roll around.

**Narrator 3:** Soon Big Tex stopped the truck. He picked up Armando the "brick" and his tackle and carried them over to the fishing hole. He got out some bait and then set Armando on top of his tackle box.

**Narrator 4:** It wasn't until Big Texas was totally involved with his fishing that Armando unrolled his head from the cube he had created. Two huge mule-like ears popped up and listened. His tail still stuck straight into the air like a stiff flower stem. Big Tex leaned back against a tree, closed his eyes, and began to sing "The Crawdad Song."

**Big Tex:**
You get a line and I'll get a pole, honey.
You get a line and I'll get a pole, babe.
You get a line and I'll get a pole and
We'll go down to that crawdad' hole,
Oh, honey, oh babe, of mine.

**Narrator 1:** Big Tex was not paying attention, so Armando jumped down from the tackle box and walked over to the road.

**Armando:** Oh dear, I don't know which way to go!

**Narrator 3:** He soon discovered that standing beside the road was dangerous for a small and awkward armadillo.

**Narrator 4:** He could tell by the monster's tracks that he had come from the road leading to the right and slowly began to move in that direction.

**Narrator 1:** What Armando did not realize that while he had been in the back of Big Tex's pickup a red piece of cloth had caught on his tail and now it was stuck to the tip.

**Narrator 2:** Huge road monsters roared by and each time Armando tucked his arms and legs in and rolled up into a cube.

**Narrator 3:** Each time his tail would go straight up in the air and the cloth would wave like a flag.

**Narrator 4:** Armando did not realize it but that flag kept him from being road kill time after time. Meanwhile, Mama and Papa Armadillo and Alex and Antonio and Andrew were searching high and low, but mostly low, for poor Armando.

**Narrator 1:** The road monsters would see the flag and dodge around Armando thinking it was some type of hole or hazard that was marked in the road by road workers.

**Papa Armadillo:** What is that up ahead?

**Mama Armadillo:** Nothing but a flag in the road. Ignore that, we have to find Armando!

**Andrew:** Wait Mom, the flag is attached to something like a box or a brick.

**Alex:** Sometimes the flag goes down!

**Antonio:** It's Armando!

**Papa Armadillo:** There you are Armando!

**Mama Armadillo:** We have been so worried about you!

**Papa Armadillo:** We thought you might already be road kill!

**Armando:** No, Big Tex grabbed me but forgot all about me when he stopped to fish.

**Mama Armadillo:** Don't tell me he is the one who went through our worms.

**Andrew:** Yes, and he has taken all the fat ones to fish with.

**Papa Armadillo:** Goes to show you that you can't trust those humans – what with their grimy hands all over our food.

**4 Baby Armadillos:** YUCKY!

**Papa Armadillo:** If we keep close to Armando whenever we are near the road, we will be safe.

**Antonio:** Armando will act as a flag and the huge monsters will veer away from us.

**Alex:** Armando will save us all from being road kill!

**Narrator 2:** And so the family of armadillos moved further away from the road

**Narrator 3:** And when any of them went near the road they took Armando and his red cloth with them.

**Narrator 4:** And from then on the Armadillo family was very thankful that Armando was an awkward armadillo.

THE END

# TIME WARP ALAMO
## READER'S THEATER SCRIPT
### BY GAYLE TRAVIS

**CHARACTERS**

William Barret Travis
James Bowie
Davy Crockett
Governor Henry Smith
General Santa Anna
Texian Soldier
Mexican Soldier
Narrator 1
Narrator 2

**Narrator 1:** The battle of the Alamo is one of the most important events of Texas history.

**Narrator 2:** If it had happened today, with all our modern technology, things might have been a little different. Why, who knows what would have happened if the defenders of the Alamo had pagers and e-mail!

**Santa Anna:** Those Texans have done it this time!

**Mexican Soldier:** They sure have, Santa Anna!

**Santa Anna:** I just saw a replay on CNN of the Siege of Bexar. Never again will those Texans question Mexico's rule!

**Mexican Soldier:** Let's catch the next flight out to San Antonio and hang out on the River Walk.

**Santa Anna:** The tabloids claim that there is an old mission nearby which Jim Bowie and his gang are using as a fort.

**Mexican Soldier:** Let's go get them!

**Narrator 1:** Meanwhile, William Barret Travis exchanged email with the Governor of Texas, Henry Smith.

**Smith:** Travis, please take all your troops out to Texas on the next flight out. They are desperate for reinforcements there ASAP.

**Travis:** I don't want to go to that backwoods mission they are calling a fort. There are too few men and it is too isolated to defend.

**Smith:** The Mexican government is trying to stop immigration to Texas. The folks there are not taking kindly to that sort of treatment.

**Travis:** Ok, I will go.

64

**Narrator 1:** When William Barrett Travis got to the Alamo, Jim Bowie convinced him to stay.

**Texian Soldier:** Didn't you get the notice on the ListServe saying "Free men of Texas, to arms! To arms?"

**Travis:** But we only have a little over 100 men here! How are we supposed to defend this place?

**Texian Soldier:** But we must. This is our land, we purchased it on Ebay with my Visa card and no one can take it away.

**Bowie:** I am just glad someone got my message on your answering machine! We really do need support here.

**Travis:** With the airline strikes it was hard for even us to get here.

**Narrator 2:** Meanwhile Santa Anna's four-wheel drive convoy was coming closer to the Alamo everyday.

**Texian Soldier:** Davy Crockett has arrived with more men. They avoided the airlines and took the Greyhound.

**Bowie:** Thank goodness for reinforcements.

**Davy Crockett:** I have brought in my special forces to defend the Alamo – all 12 of them.

**Travis:** Thanks for coming, your highly trained SWAT team will be given a corner of the chapel to defend.

**Narrator 1:** Jim Bowie did not like Travis taking over the command.

**Bowie:** I am in charge. I have been here longer than you. Besides, the men have elected me leader.

**Narrator 2:** Travis even called up Governor Smith on his cell phone to complain.

**Narrator 1:** Finally they made an agreement.

**Travis:** We will share a joint command of the Alamo. Otherwise I will have to hire a lawyer and take you to court. We could be in litigation for years.

**Bowie:** Fine, just don't get in my way, I am not feeling to well.

**Narrator 2:** Santa Anna and his men began the siege on the Alamo. It was soon clear that Santa Anna's men outnumbered them by thousands.

**Travis:** This mission was never meant to be a fort.

**Bowie:** Their torpedoes are sailing right over the wall into the Alamo.

**Texian Soldier:** They don't call them patriot missiles for nothing.

**Travis:** I have sent an urgent email to everyone on my Buddy List including Governor Smith.

**Bowie:** Let's hear it.

**Travis:** We are experiencing heavy attacks, please send help. I shall never surrender nor retreat!

**Texian Soldier:** You sure are a die-hard now!

**Travis:** I have used my automatic signature, "Victory or Death," to really show I mean business.

**Bowie:** Sam Houston sent me an email earlier to either defend the Alamo or destroy it. I deleted it AND emptied my recycle bin after receiving it. I will never surrender.

**Narrator 1:** A few men arrived from a nearby fort but it was not nearly enough.

**Narrator 2:** By the morning of February 24 Bowie was very ill. They did blood tests, a CAT scan, and an MRI and decided that he either had tuberculosis or pneumonia.

**Travis:** I am going out to assess our troops. I am going to issue a computerized survey to all the men.

**Texian Soldier:** We need to know who is ready and willing to die for Texas!

**Travis:** It will be like drawing a line in the sand. All those who are willing to fight and die with me will have to cross over the line.

**Texian Soldier:** Look! One man has gotten in a helicopter to get away, but that is all.

**Travis:** Don't worry, even he has my pager number if he changes his mind.

**Bowie:** *(in a weak voice)* Now everyone here will fight.

**Travis:** Keep him stable, put in an IV and do a CBC stat. We will only use the defibrillator if there is any hope that any of us will survive.

**Bowie:** Go on and fight. Care flight will never make it here in time to save me. I will fight to the bitter end.

**Narrator 1:** In the end all 189 defenders died at the Battle of the Alamo.

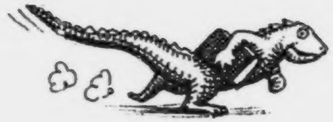
**Narrator 2:** And almost 600 of Santa Anna's 18,000 men died as well.

**Narrator 1:** The battle is remembered as a symbol of courage and the ultimate sacrifice for one's beliefs. And today, even with all of our modern technology, brave people who act courageously are still our heroes. Some things never change. Remember the Alamo!

**THE END**

READ
ACROSS
TEXAS!
TODDLER
PROGRAMS

# READ ACROSS TEXAS!



## TODDLER PROGRAMS

BY LELIA RAVEN PARRISH

## TEXAS COWBOYS

### BOOKS TO SHARE

*Cowboy Baby* by Sue Heap.
*Cowboy Kid* by Max Eilenberg.
*Cowgirl Rosie and Five Baby Bisons* by Stephen Gulbis.
*Just Like My Dad* by Tricia Gardella.
*Ten Little Rabbits* by Virginia Grossman.

### BOOKS TO SHOW AND BOOK TALK

*Bill Pickett: Rodeo-Ridin' Cowboy* by Andrea Pinkney.
*Cowboys ABC* by Chris Demarest.
*"T" Is For Texas* by Mary D. Wade.

### NAMETAG AND STAMP

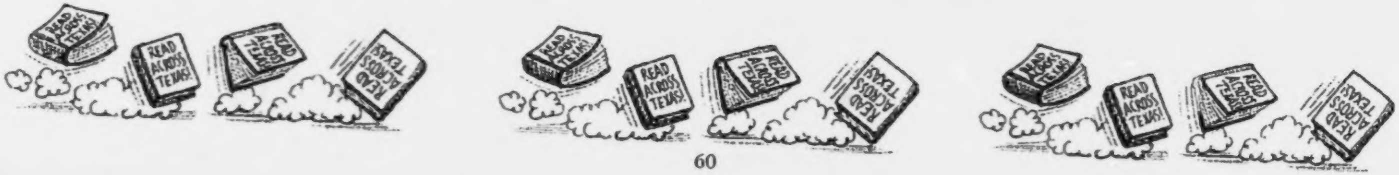
As the children enter the storytime room, give them nametags made from a die-cut of cowboy hats or boots, and stamp their hands with the Kidstamps' "Boot" by Janet Stevens.

## FINGERPLAYS

### GALLOPING

(Adapted by Leila Raven Parrish from *Ring A Ring O'Roses*)

The cowboy rides *(Close fists, thumbs upwards and make large semi-circles with both hands) (See Johnny's Ride on p. 21)*
On a gallopy horse.
Gillopy, gallopy,
Trot—trot—trot. *(Move hands up and down)*
Over the hilltop,
Down through the valley,
Leaping the creek, *(Large motion of jumping)*
Where the cows rally.
The cowboy rides *(Repeat first motion)*
On a gallopy horse,
Gillopy, gallopy,
Trot—trot—trot.



READ ACROSS TEXAS!

# PUPPET SHOW

## LITTLE RED COWBOY VEST: A TEXAS VERSION OF LITTLE RED RIDING HOOD

(By Leila Raven Parrish)

**Puppets:**
Little Red Cowboy Vest
Coyote
Me Maw

**Props:**
Basket

**Backdrops:**
Piney Wood Forest
Ranch

### Scene 1. The Piney Wood Forest

**Little Red:** *(Little Red enters stage left with basket)* Howdy there y'all! My name is "Little Red." It's on account I always wear this red cowboy vest my Ma gave me. Folks been callin' me Little Red ever since I can remember. *(Pause)* What's in my basket? Well, poor Me Maw! She hasn't been feelin' well. I'm going to take her this little basket of fixins' from Ma. Let's see what we have…mmm-MMM! Hot 1015 onion soup, fresh jalapeño cornbread, Ruby Red grapefruit, pecan pie and of course, the official dish of the great state of Texas, chili! Mmm-MMM this ought to fix Me Maw right up, yessiree! Well, I best be goin'. I've got a long ways to go. *(Little Red moves right looking around)* These East Texas woods sure can be scary. Ma told me to watch out for a coyote that prowls around these parts lookin' for little cowgirls to eat. I sure wish I knew what a coyote looks like.

**Coyote:** *(Enters left, sneaks up behind Little Red)* Gr-r-acious weather we're having in these parts.

**Little Red:** OH! Y'all scared me! *(Pause)* I'm sorry, but I can't stay and visit. I'm takin' this basket of fixins' to my sick Me Maw.

**Coyote:** Very commendable, to be sure. Where did you say she lives?

**Little Red:** Why she lives…*(to audience singing)* Oops, I did it again! *(To Coyote)* My Ma and Pa told me not to talk to strangers. There is a dangerous coyote around these parts, have you seen him?

**Coyote:** Ho-oo-owl! Why, little one, I've not seen anyone, any more dangerous than myself. And, ho-oo-owl, you can see how harmless I am!

**Little Red:** I must go now. Me Maw lives on the other side of these woods, and I still have a long way to go. Good day. *(Exits right)*

**Coyote:** How-oo-owl! She lives on the other side of the woods, does she? Why I can be there faster than that little cowgirl can say "git along little dogies," just waiting to eat her up!

## Scene 2. Me Maw's Ranch

**Me Maw:** *(Enters stage right)* Oh me, oh my. I've been feelin' down right sick. *(To audience)* Y'all haven't seen a little cowgirl wearing a red vest, have you? *(Knock at door)* That must be my grandbaby now. I better check. *(Calls stage left)* Who all's there?

**Coyote:** *(Enters left.)* How-oo-oul! *(Changes voice)* It is I, Me Maw, Little Red. I've come with fixins' to make you well.

**Me Maw:** Oh, come in, come in youngin'. I was just fixin' to get into bed. *(Looks left at coyote, then to audience)* Y'all, I do believe that there is a coyote!

**Coyote:** How-oo-owl! Why I reckon she's on to me. *(To audience, then to Me Maw)* It's into the pantry for you, old lady, while I wait for Little Red. *(Knock at door)* How-oo-owl! Who's there?

**Little Red:** *(To audience)* Y'all, she must really be sick, she doesn't sound at all like herself.

**Coyote:** Come in, dear youngin'. *(Changing voice)*

**Little Red:** Poor Me Maw, you must not be feelin' well at all. Wait 'till you taste some of the fresh jalapeño cornbread and chili.

**Coyote:** How-oo-owl! Just put the basket down, youngin', and come closer to me. I want to feast my eyes on you.

**Little Red:** Me Maw! What BIG eyes you have!

**Coyote:** The better to see you with, youngin'!

**Little Red:** Me Maw! What BIG ears you have!

**Coyote:** The better to hear you with, youngin'!

**Little Red:** Me Maw! What a BIG, wide mouth and sharp teeth you have!

**Coyote:** The better to EAT you with!

**Little Red:** *(To audience)* Wait a minute y'all, that must be the coyote! *(To coyote)* Hey, you, Coyote! What did youdo with Me Maw?

**Coyote:** The old lady's in the pantry.

**Little Red:** Who do you think you are, locking Me Maw in the pantry and chasing little cowgirls?

**Coyote:** How-oo-owl!? I have to eat too?!!

**Little Red:** *(To audience)* I need you to distract the coyote while I fetch my lasso. On the count of three, I need everyone to howl. 1–2–3, How-owwl!

**Coyote:** *(Joins in with audience)* How-ooo-owl!

**Little Red:** *(Exits. Calls from off stage.)* Again! Howl! *(Coyote continues to howl and Little Red returns with lasso and lassos Coyote from behind)* I got YOU now! *(Drags Coyote off stage)*

**Me Maw:** *(Enters)* Oh I am so glad to be out of that pantry.

**Little Red:** *(Enters dragging Coyote puppet)* I've called the Park Ranger to come get this coyote. He won't be prowling these parts anymore. Come on, Me Maw, let's check out this basket of goodies!

## STORIES

Tell "Little Indian Maidens," a simple counting story about Indian Chief and his 10 daughters a cut and tell story on pages 58-59 of *Paper Stories* by Jean Stangl.

Read "C: Cattle Drive" from *"T" Is For Texas* by Mary D. Wade.

Read "R: Rodeo" from *"T" Is For Texas by* Mary D. Wade.

## CRAFTS

### INDIAN HEADDRESS

(Adapted from *Child's Play Around The World* by Leslie Hamilton)

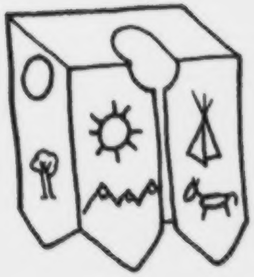
**Materials**

- Brown paper grocery bag
- Colorful construction paper
- Glue stick
- Stapler or Tape

**Directions**

Precut various colors of feathers 7 inches long from construction paper, 8 per child. Precut 4" x 36" strips from grocery bags, 1 per child. Children select 8 feathers and 1 strip and glue the feathers to the strip. An adult wraps the strip around the children's heads and staples or tapes the ends together.

### COWBOY VESTS



**Materials**

- Brown grocery bags
- Markers
- Paper and/or fabric shapes
- Glue
- Paint and paint brushes

**Directions**

Precut the center front of the grocery bag. Precut a neck hole and two armholes. Children decorate the bags/vests using markers, paint, fabric, and glue. They look best if the bag is decorated with the inside out. Use the illustration in this chapter as a guide.

### BANDANAS

**Materials**

- Muslin Fabric
- Paint
- Plastic cookie cutters and/or sponges cut into western shapes

**Directions**

Precut muslin into triangles. Children dip the cookie cutters or sponges in paint and then place them on the fabric. Note: sponges in various shapes may be purchased at craft stores.

## GAMES AND ACTIVITIES

### TAKE HOME COLORING SHEETS

Print "Alphabet B" or "Custom Boot" from Jan Brett's web page at www.janbrett.com.

### BOOT PINATA

Fill a boot-shaped piñata with cowboy and southwestern trinkets. Let the children take turns swinging at it with a plastic bat or stick. Do not blindfold toddlers!

## GUEST SPEAKERS

Invite a cowboy to talk about the clothes he wears and what he does.

Invite a performer to lead a cowboy song sing-a-long

## WEB SITES

Jan Brett
www.janbrett.com

*Ellison* offers hundreds of decorative and instructional dies for use with their letter and shape cutting system. The address and phone for Ellison are: Ellison, 25862 Commercentre Drive,
Lake Forest, CA 92630-9908.
1-800-253-2238.
www.ellison.com

Folkmanis
www.Folkmanis.com

*Kidstamps* celebrates the art of children's picture books and features the work of more than 40 famous illustrators. Items available to purchase include stamps, mugs, and t-shirts. The address and phone number are: PO Box 18699, Cleveland Heights, Ohio 44118. 1-880-727-5437.
www.kidstamps.com

Nancy Renfro Puppets
www.fc.net/~puppets

## PROFESSIONAL RESOURCES

*Child's Play Around The World: 170 Crafts, Games, And Projects For Two-to-Six-Year-olds* by Leslie Hamilton.

*Little Hands Big Fun Craft Book: Creative fun for 2-to-6-year-olds* by Judy Press.

# TEXAS EATS

## BOOKS TO SHARE

*The Best Mouse Cookie* by Laura Numeroff.
*Eat Up Gemma* by Sarah Hayes.
*Feast for Ten* by Cathryn Falwell.
*Hi, Pizza Man!* by Virginia Walter.
*Lunch* by Denise Fleming.
*Max's Breakfast* by Rosemary Wells.

## BOOKS TO SHOW AND BOOKTALK

*Corn Is Maize: The Gift of the Indians* by Aliki.
*Very Hungry Caterpillar* by Eric Carle.
*Who Stole the Cookies?* by Judith Moffat.
*Wolf's Chicken Stew* by Keiko Kasza.

## BULLETIN BOARD

### BOOKS GOOD ENOUGH TO EAT

Create a collage background of pictures of food from magazines and catalogs. Attach die-cuts of fruits, vegetables, and other foods. Attach colorful paper with titles, authors, and call numbers of books about food.

## DISPLAY

### BOOKS GOOD ENOUGH TO EAT

Create a book display of picture books about food and cookbooks for children. Cover a table with a bright tablecloth; baking supplies, and plastic fruits, and vegetables. Add a plastic crate to create height and extra display space.

## NAMETAG AND STAMPS

As the children enter the storytime room, give them a nametag made from a die-cut of food, and stamp their hands with the Kidstamps' "Mouse and Cookie" or "Leaping Mouse (with Cookie)" by Felicia Bond.

## FINGERPLAYS

### TORTILLITAS

(Clap hands while chanting this rhyme from *Tortillitas para mama* by Barbara Cooney)

Tortillitas para Mama.
Tortillitas para Papa.
Las quemaditas para Mama.
Las bonita para Papa.

Little tortillas for Mama.
Little tortillas for Papa.
The burned ones for Mama.
The good ones for Papa.

READ ACROSS TEXAS
READ ACROSS TEXAS

### THREE BROWN BUNS

(Adapted by Leila Parrish from the traditional rhyme, "Five Brown Buns.")

Three brown buns in a bakery shop. *(Hold up three fingers)*
Three brown buns with lots of sugar on top. *(Shake sugar with other hand)*
When along came a man with a penny in his hand, *(Wave one finger back and forth)*
He bought one bun and away he ran.

Two brown buns…
One brown bun…

No brown buns in a bakery shop,
No brown buns with sugar on top!

## AUDIO RECORDINGS

"Apples and Bananas" on *One Light One Sun* by Raffi.
"El chocolate" on *De Colores and Other Latin American Folk Songs for Children* by Jose-Luis Orozco.
"P-I-Z-Z-A" on *Friends Like You and Me* by Lyle Cogen.

## STORY

Tell *The Very Hungry Caterpillar* as a flannel board using illustrations from the book. Save old library copies as they are damaged/discarded or purchase paperback copies. It takes at least two books. Cut out illustrations of the caterpillar, food, etc. and attach felt to the back. Or, make it a Texas story by having the caterpillar eat through tacos, a bowl of chili, a jalapeño pepper, a praline, etc.

## CRAFTS

### PLACEMATS

Materials
Die cuts in various shapes, i.e. food, spoons, forks
Construction paper
Glue
Contact paper

Directions

With an adult's assistance, children glue the die-cut shapes of food and utensils to one side of a piece of construction paper. Parent attaches a label to back, "Made by (Child's name) at (Library Name) Storytime on (date)." The librarian may laminate both sides using contact paper to create a placemat.

### WATERMELON SLICES

Materials
Red and green construction paper
Black ½ inch diameter circle stickers cut in half
Glue

Directions

Precut green and red watermelon slices using the pattern at end of this chapter. With an adult's help, the children attach black stickers to red paper and glue red paper to green to create watermelon slices. Use this as follow-up craft to *Lunch* by Denise Fleming.

### GIANT PIZZA

Materials
Large circle cut from brown butcher paper
Old magazines and catalogs
Glue

Directions

Precut a large circle from brown butcher paper and pictures of all kinds of food from magazines and catalogs. The children as a group glue the food pictures onto the brown butcher paper circle to make a giant pizza. Display the pizza afterwards. Play the "P-I-Z-Z-A" song as an introduction to the craft.

## VIDEOS

*Pete's a Pizza.* (6 minutes)
*Very Hungry Caterpillar.* (25 minutes)

## PROFESSIONAL RESOURCES

*Ring A Ring O'Roses* by Flint Public Library.
*Tortillitas Para Mama: And Others Spanish Nursery Rhymes* by Barbara Cooney.

## TEXAS FAMILIES / ETHNIC HERITAGE

## BOOKS TO SHARE

*"More, More, More," Said the Baby* by Vera Williams.
*My Daddy and I* by Eloise Greenfield.
*Round Is Moon Cake: A Book of Shapes* by Roseanne Thong.
*When I Am Old With You* by Angela Johnson.
*Who Says A Dog Goes Bow-wow?* by Hank DeZutter.

## BOOKS TO SHOW AND BOOKTALK

*Brown Angels: An Album of Pictures and Verse* by Walter Dean Myers.
*Chato's Kitchen* by Gary Soto.
*No Mirrors In My Nana's House* by Ysaye Barnwell.
*What A Wonderful World* by George David Weiss.

## NAMETAGS

As the children enter the storytime room, give them a nametag made from the World Cultures die-cut.

## FINGERPLAY

### HELLO FROM MANY LANDS

(By Leila Raven Parrish)

Two little children, *(Hold up both hands, or a puppet on each hand)*
One on each hand, *(Each hand bobs)*
Come to say "Hello"
From many lands.

Isn't she pretty? *(Look toward and wiggle left hand)*
Isn't he grand? *(Look toward and wiggle right hand)*
Bonjour *(bohn-ZHOUR)*, bonjour from France. *(Bow each puppet as you say "hello" in the different languages.)*

Hola *(OH-lah)*, hola from South America.
Jambo *(JAMbo)*, Jambo from Africa.
Konichiwa *(Koh-NEE-cheewah)*, konmichiwa from Japan.
Two little children from many lands. *(Each hand bobs)*

## CRAFT

### HISPANIC PAPER FLOWERS

(Adapted from *The Kids Multicultural Art Book* by Alexandra M. Terzian)

**Materials**

Tissue paper, assorted colors
Pipe cleaners
Scissors

**Directions**

Precut tissue paper of different colors into three sizes of circles. The children layer three circles of tissue paper with smallest on top. An adult pokes a hole in the center of each bunch of tissue paper and the children thread a pipe cleaner through hole and twist the ends together to make a stem.

## GAMES AND ACTIVITIES

### MULTICULTURAL PUPPETS

Bring out a collection of multicultural family puppets for free play after stories and encourage adults and child to interact.

### COLOR DANCE

Play "De Colores" while children dance with Hispanic Paper Flowers or Rainbow Streamers (see "Toddler Programs: Texas Skies" for Rainbow Streamers craft).

### WHAT A WONDERFUL WORLD

Play "What A Wonderful World" on *The Very Best of Louis Armstrong* by Louis Armstrong while showing Ashley Bryan's illustrations of the book, *What a Wonderful World* by George David Weiss.

## GUEST SPEAKERS

Invite a member of your community or a local celebrity to visit storytime wearing an outfit representing a native culture and read a book from that culture.

Hire a storyteller or musician from a world culture.

## AUDIO RECORDINGS

"De Colores" on *Raffi in Concert with the Rise and Shine Band* by Raffi.

"What A Wonderful World" on *Very Best of Louis Armstrong* by Louis Armstrong.

## VIDEOS

*All The Colors Of The Earth.* (7minutes)

*Chato's Kitchen.* (11 minutes)

## WEB SITE

Mama Lisa's World

www.Mamalisa.com

Children's songs and rhymes from around the world.

## PROFESSIONAL RESOURCE

*The Kids Multicultural Art Book* by Alexandra M. Terzian.

# PIONEER DAYS

## BOOKS TO SHARE

*Going West* by Laura Ingalls Wilder.

*Hooray for the Golly Sisters* by Betsy Byars.

*I'm Going to Texas / Yo voy a Tejas* by Mary Dodson Wade.

*The Quilt* by Ann Jonas.

*She'll Be Coming 'Round the Mountain* by Kathleen Bullock.

## BOOKS TO SHOW AND BOOKTALK

*Golly Sisters Go West* by Betsy Byars.

*If You Say So, Claude* by Joan Lowery Nixon.

*Josephina Story Quilt* by Eleanor Coerr.

*The Quilt Story* by Tony Johnston.

*Wagon Wheels* by Barbara Brenner.

## BULLETIN BOARDS

### PIONEER READS ACROSS TEXAS

Place a large map of Texas on your bulletin board and make a wagon train of die-cut covered wagons with book titles, authors, and call numbers of books about pioneers and early Texas settlers.

## DECORATIONS

Borrow items such as a butter churn, quilt and/or prairie dress from local museum, historical group, or antique shop. Tell the children about the time period in which they were used and their purpose.

## NAMETAG AND STAMP

As the children enter the storytime room, give them a nametag made from a die-cut covered wagon and stamp their with the Kidstamps' "Patchwork Quilt" by Jerry Pinkney.

# FINGERPLAY

### FIVE LITTLE PIONEERS

(By Leila Raven Parrish. Repeat the verse changing five to four, three, two and one, and speak softer each time.)

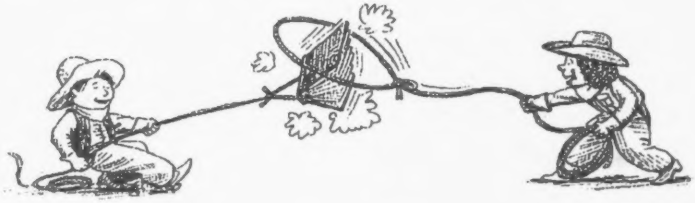
Five little pioneers *(Hold up 5 fingers)*
Shouting, " Westward, Ho!" *(Cup hands around mouth)*
When they get to Texas
They bow just so. *(Bow)*
They look to the left, *(Look left with hand above eyes)*
They look to the right, *(Look right with hand above eyes)*
One closes his eyes and says, "Goodnight." *(Close eyes and place palms together under one side of face)*

# RHYME

### COME, BUTTER, COME

(Traditional)

Come, butter, come,
Come, butter, come.
Samantha's standing by the gate
Waiting for her butter cake.
Come, butter, come.



# SONG

### THIS IS THE WAY WE CHURN THE CREAM

(Sing this song from *Ring A Ring O'Roses* to the tune of "Here We Go 'Round the Mulberry Bush.")

This is the way we churn the cream, *(Suit actions to words)*
Churn the cream, churn the cream.
This is the way we churn the cream
To make the yellow butter.

# CRAFTS

### FABRIC QUILTS

Materials
- 8" x12" felt squares
- 1x1 fabric squares
- Elmers or white glue

Directions

Precut fabric squares. (They look best if cut with pinking sheers.) Children create a quilt by gluing the small fabric squares to the larger felt square.

### WHEELS ACROSS TEXAS

Materials
- Paint
- Empty plastic thread spools
- Shape of Texas cut from brown grocery bags

Directions

Precut Texas shapes from brown paper bags. Children dip the spools into the paint and stamp a trail across the shape of Texas.

### PAPER BAG PONY EXPRESS MAIL BAG

(Adapted from *Little Hands Big Fun Craft Book* by Judy Press)

Materials
- Large paper grocery bag
- Scissors
- Stapler
- Markers
- Die-cuts and glue
- Paint
- Plastic thread spools

Directions

Cut 6-inch wide strips from top of paper bags. Fold in the bag's edge to create a mailbag. The children decorate the bag by coloring with markers, spool painting, or gluing on die-cut forms. An adult then folds a 6-inch wide strip to create a strong 2-inch wide handle and staples the handle to the decorated mailbag.

## GAMES AND ACTIVITIES

### MAKE BUTTER

Put 1 cup of whipping cream at room temperature into a clean glass jar with a tight fitting lid. Add a few well-washed marbles to the jar and replace the lid. Shake the jar without stopping until butter forms. Pour off buttermilk and rinse the butter with water. Give the children a sample on a cracker. While children and adults take turns shaking the jar recite the rhyme "Come, butter, butter" and/or sing, "This is the way we churn the Cream." *Hint: Make a batch in advance in case the process doesn't work and to ensure there is enough for all to have a sample.*

### THE OLD BRASS WAGON

(Sing this to the traditional tune. Children hold hands in a circle and do what the words say. Add verses such as "Jump up and down" and "Wiggle your hand.")

Circle to the left
The old brass wagon,
Circle to the left
The old brass wagon,
Circle to the left
The old brass wagon,
You're the one my darling.

## GUEST SPEAKER

Invite someone from a local historical club such as a spinner who can bring a spinning wheel to demonstrate.

## AUDIO RECORDINGS

"Skip to My Lou" on *Choo Choo Bugaloo* by Buckwheat Zydeco.

## WEB SITE

The Definitive Laura Ingalls Wilder Pages
www.vvv.com/~jenslegg

## PROFESSIONAL RESOURCES

*The Kitchen* by Bobbie Kalman.

# TEXAS SKIES

## BOOKS TO SHARE

*Bunny's Rainbow Day* by Monica Wellington.
*I Want To Be An Astronaut* by Bryon Barton.
*It Looked Like Split Milk* by Charles G. Shaw.
*Moonbear's Skyfire* by Frank Asch.
*Twinkle, Twinkle Little Star* illustrated by Jeanette Winter.
*What Next, Baby Bear!* by Jill Murphy.

## BOOKS TO SHOW AND BOOKTALK

*A Rainbow of My Own* by Don Freeman.
*Sol a Sol: Bilingual Poems* by Lori Marie Carlson.
*Zoom! Zoom! I'm Off to the Moon* by Dan Yaccarino.

## BULLETIN BOARD

### THE STARS AT NIGHT

Attach die-cut white stars on a dark blue or black background. Display book titles, authors, and call numbers of books about the night, stars, and space.

## DISPLAY

### TO THE MOON!

Create a display of picture books and non-fiction books about space. Use toy or model rockets as the centerpiece.

## DECORATIONS

Hang stars and space shapes on string from ceiling. You may use the shapes from the collage craft in this program.

## NAMETAG AND STAMPS

As the children enter the storytime room, give them a nametag made from a die-cut of a star, and stamp their hands with the Kidstamps' "Star" by Tomie DePaola or "Rainbow" by Maryann Coca-Leffler.

## FINGERPLAY

### JOHNNY'S RIDE

(From *Listen! And Help Tell the Story* by Bernice Wells Carlson)

Johnny looked at the moon, *(Stretch arms overhead in shape of moon)*
Johnny looked at the stars, *(Wiggle fingers with arms above head)*
Johnny got in a rocket, *(Lower arms, place hands in the shape of rocket)*
Johnny went up to Mars. *(Move rocket above head)*

## RHYMES

### TWINKLE, TWINKLE, LITTLE STAR

Twinkle, twinkle little star,
How I wonder what you are.
Up above the world so high
Like a diamond in the sky.

Twinkle, twinkle little star
How I wonder what you are.

## FLANNEL BOARD

### IT LOOKED LIKE SPILT MILK

Using the illustrations from *It Looked Like Split Milk* as patterns, create white flannel cloud shapes. Tell the story on flannel board, pausing so children can call out the shape as you add them to the flannel board. Add green grass across bottom edge to turn the shapes into clouds floating in the sky.

## CRAFTS

### CLOUD SHAPES

(Use with *It Looked Like Split Milk* by Charles G. Shaw)

Materials
- Blue construction paper
- Poster board
- Cotton balls
- Glue

Directions

Put glue on a small piece of poster board. Children place a sheet of construction paper on the poster board, pat it to collect some glue, and place cotton balls on the paper to create cloud shapes.

### SPACE COLLAGE

Materials
- Black or dark blue construction paper
- Paper in various colors
- Space shape patterns
- Glue sticks

Directions

Precut the space shape patterns from various colors of paper. The children will attach the space shapes to the black or dark blue construction paper using the glue sticks.

### RAINBOW STREAMER

Materials
- Tissue or crepe paper in assorted colors cut in 8" to 12" strips
- Large craft sticks
- Masking tape cut into 3-inch pieces

Directions

Precut strips of tissue paper. (It is also helpful to precut pieces of masking tape and stick them around craft table.) Children tape the crepe paper to one end of a craft stick to create a rainbow streamer.

## GAMES AND ACTIVITIES

### RAINBOW DANCE

Play a recording of "Somewhere Over the Rainbow" and have the children sing and dance and wave the rainbow streamers as made in the craft above.

### TWINKLE, TWINKLE

Play a recording or sing "Twinkle, Twinkle Little Star" while presenting Jeanette Winter's board book.

## AUDIO RECORDINGS

"Twinkle, Twinkle Little Star" on *One Light, One Sun* by Raffi.

## VIDEO

*Rainbow of My Own.* (5 minutes)

## WEB SITE

Kididdles
www.kididdles.com
Lyrics to children's songs organized alphabetically and by category.

## PROFESSIONAL RESOURCE

*Listen! And Help Tell the Story* by Bernice Wells Carlson.

# WE ARE TEXANS: ME!

## BOOKS TO SHARE

*Here Are My Hands* by Bill Martin, Jr. and John Archambault.
*Honey, I Love* by Eloise Greenfield.
*I Like Me* by Nancy Carlson.
*Shades of Black: A Celebration of Our Children* by Sandra C. Pinkney.

## BOOKS TO SHOW AND BOOKTALK

*From Head to Toe* by Eric Carle.
*Hush Little Baby* by Sylvia Long.
*My Five Senses* by Margaret Miller.

## BULLETIN BOARD

### STORYTIME TEXANS

Create a large tree with enough branches for the handprints of all children who attend your toddler storytimes. Trace one hand of each child and write his/his first name and age on it. Attach the hands to the tree branches. At the top of the bulletin board, list day(s) and time(s) for your toddler storytimes, and watch your tree grow! If you pre-register, list the next registration dates.

## NAMETAG

As the children enter the storytime room, give them a nametag from a die-cut of a boy or girl. Add cowboy hats to make them Texans!

## RHYME

### PAT A CAKE

Pat a cake; pat a cake, Baker's man,
Bake me a cake, as fast as you can.
Pat it and prick it and mark with a B,
And put it in the oven for Baby and me.

READ ACROSS TEXAS!

## SONG

### TEN LITTLE TEXANS

(Adapted by Leila Raven Parrish)
(Sing to the tune of "Ten Little Indians" and hold up fingers while counting.)

One little, two little, three little Texans,
Four little, five little, six little Texans,
Seven little, eight little, nine little Texans,
Ten little Texan girls and boys.

## CRAFTS

### HANDPRINT FAMILY TREE

(Adapted from *The Little Hands Big Fun Craft Book* by Judy Press)

Materials
- 11" x 17" construction paper in various colors, including brown
- Scissors
- Glue sticks
- Markers

Directions

Precut one tree trunk and at least 3 branches per child from brown construction paper. Give each child a piece of construction paper that is not brown and enough branches for each family member: one for mom, dad, toddler, and brothers and sisters. The children glue the tree trunk and one branch per family member onto the sheet of construction paper. An adult traces one copy of a child's hand for each family member onto green, red, yellow, and orange construction paper, and cuts out the hands. The child glues them to the tree branches. You may also let the children add branches for pets. The adult writes the names and birth dates of the family members on each hand and writes "ME" on the hand that represents the attending toddler.

## GAMES AND ACTIVITIES

### HERE ARE MY HANDS

Have the children stand and do the motions as you read *Here Are My Hands* and/or *From Head To Toe*. Since toddlers love repetition, you can read these books once and then do the motions on the second reading. Introduce this activity by saying, "And now we're going to listen to a story standing up!"

### TEXAS FLAG COLORING SHEET

Copy the pattern of the Texas flag at the end of this chapter for a coloring sheet and let children color it. An adult cuts out the flag and tapes or glues a drinking straw for a handle. The children can then march around room singing "Ten Little Texans." This may also be a take home activity.

### WEIGH ME

Bring in a bathroom scale. Weigh heavy items such as books and light items such as paper, and then weigh each child. Record their weight on a die-cut boy/girl for a special bookmark.

## AUDIO RECORDINGS

"Aren't You Glad You're You?" on *Pure Imagination* by Michael Feinstein.

"Like Me and You" on *Raffi in Concert with Rise and Shine Band* by Raffi.

"Tall Short Texans" on *Elmo's Lowdown Hoedown* by Sesame Street.

## WEB SITE

Perpetual Preschool
www.perpetualpreschool.com

## PROFESSIONAL RESOURCE

*The Little Hands Big Fun Craft Book* by Judy Press.

# TEXAS ANIMALS:
# WE ARE TEXANS, TOO!

## BOOKS TO SHARE

*Counting Cows* by Woody Jackson.
*Don't Laugh, Joe!* by Keiko Kasza.
*Hide and Snake* by Keith Baker.
*Let's Be Animals* by Ann Turner.
*Listen to The Desert/Oye el desierto* by Pat Mora.
*Mockingbird Morning* by Joanne Ryder.

## BOOKS TO SHOW AND BOOKTALK

*About Birds* by Cathryn Sills.
*Alejandro's Gift* by Richard Albent.
*La cancion del lagarto / Lizard's Song* by George Shannon.
*Mis amigos los animales* by David Le Jars.
*"T" is for Texas* by Mary D. Wade.

## BULLETIN BOARD

### TEXAS ANIMALS: WE ARE TEXANS, TOO!

Place a Texas map on you bulletin board and place die-cuts or pictures of various Texas animals on it. Write book titles, authors, and call numbers of non-fiction, picture books, and folk tales about Texas animals on or around the die cuts.

## DISPLAYS

Create a 10" x 10" cross-stitch pillow of *Rodeo Armadillo* using the pattern on Jan Brett's web site at www.janbrett.com.

## NAMETAG AND STAMP

As the children enter the storytime room, give them a nametag made from a die-cut of a Texas animal such as an armadillo, a coyote, a lizard, a longhorn cow, or a snake, and stamp their hands with the Kidstamps' "Snake" by Leo and Diane Dillon.

## COUNTING RHYME

### THE ARMADILLO

(Adapted by Leila Raven Parrish from Mother Goose)
(Use the armadillo puppet from Folkmanis to introduce this rhyme.)

One, two, three, four, five,
I caught an armadillo alive;
Six, seven, eight, nine, ten,
I let him go again.

## STORY

Read "W: Whooping Crane" from *"T" is for Texas by* Mary D. Wade.

## CRAFTS

### ANIMALS OF TEXAS

(Adapted from *Little Hand Big Fun Craft Book by* Judy Press)

Materials
  Various colors of poster board
  Texas animal die-cuts
  Scissors
  Markers
Directions

Prepare patterns of various Texas animals on poster board. They may be made from die-cuts. The children choose three animals and the parent or caregiver traces them onto a poster board and cuts them out with ½" tabs extending from the legs. Children decorate the animals with markers. Their caregiver writes the names on each animal and cuts a strip of poster board with small slits that match the tabs on the animals' legs. When the tabs are inserted into the slits, the animals stand upright.

## GAMES AND ACTIVITIES

### ANIMAL SOUNDS

Reread *Let's Be Animals* and have children make animal sounds and actions.

### ARMADILLO CRAFTS BY JAN BRETT

Make a milk carton armadillo, a pie plate armadillo, or learn to draw an armadillo from Jan Brett's web site at www.janbrett.com/activities_pages.htm.

### ARMADILLO PUZZLE: A TAKE HOME ACTIVITY

Photocopy the armadillo pattern onto 8" x 11" piece of paper, cut it apart and have the toddlers put this simple puzzle together. Option: Enlarge the pattern and color and laminate it for repeated use as a library activity. (This puzzle was adapted from *Texas Fun Facts and Games* by Mary D. Wade.)

### ALPHABET COLORING SHEETS: A TAKE HOME ACTIVITY

Copy the Armadillo Rodeo coloring sheet on Jan Brett's web site at www.janbrett.com/armadillo_coloring_page.htm.

## GUEST SPEAKERS

Invite a local pet store or nature group to bring an animal native to Texas to toddler time.

## WEB SITES

Free coloring pages
www.freecoloringpages.com

## PROFESSIONAL RESOURCES

*The Little Hands Big Fun Craft Book* by Judy Press.
*Texas Fun Facts and Games* by Mary D. Wade.

# WHERE IS TEXAS?

## BOOKS TO SHARE

*Where Are Maisy's Friends?: A Lift the Flap Book* by Lucy Cousins.
*Where Is Baby's Belly Button?* by Karen Katz.
*Where Is It?* by Tana Hoban.
*Where Is Maisy?* by Lucy Cousins.

## BOOKS TO SHOW AND BOOKTALK

*Across The Stream* by Mirra Ginsberg.
*¿Dónde está el bebé?* by Laura Dwight.
*¿Dónde está el gatito?* by Laura Dwight.

## NAMETAG

As the children enter the storytime room, give them nametags of Texas or the Alamo.

## FINGERPLAY

### WHERE IS TEXAS?

(Adapted by Leila Raven Parrish)

(Sing to the tune of "Frere Jacques." Attach a die cut or outline map of Texas to craft stick to use as a puppet during this song.)

Where is Texas? Where is Texas?
Here it is! Here it is! We're so glad to live here. *(Bring out Texas "puppet")*
We're so glad to live here.
Here we'll stay, here we'll stay.

## SONGS

"Where Oh Where Has My Little Dog Gone?" in *Singing Bee: A Collection of Favorite Children's Songs.*

"Where is Thumbkin?" in *Ring A Ring O'Roses.* Sing variations of the first verse of "Where Is Thumbkin?" using various types of puppets, such as hand, stick, finger.

## PUPPET SHOW

"Where Is It?" on page 32 of *The Incredible Dream Machine: Texas Reading Club Program Manual, 1997* by Robin Works Davis.

## CRAFTS

### STICK PUPPETS

**Materials**

Die-cut shapes
Craft sticks
Masking tape

**Directions**

Precut various die-cut shapes. The children glue or tape the die-cut shapes to craft sticks and use them with the puppet activity for the song, "Where is Thumbkin."

### LIFT THE FLAP/PEEK-A-BOO PICTURES

Materials

- Old magazines
- Stickers
- Die-cuts
- Glue
- Two sizes and colors construction paper

Directions

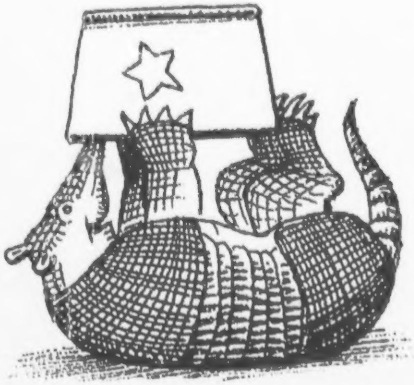
Children choose and attach pictures, stickers, and die-cuts to the larger piece of construction paper. Adult attaches the second piece of construction paper over the pictures to create a flap.

## CD-ROM

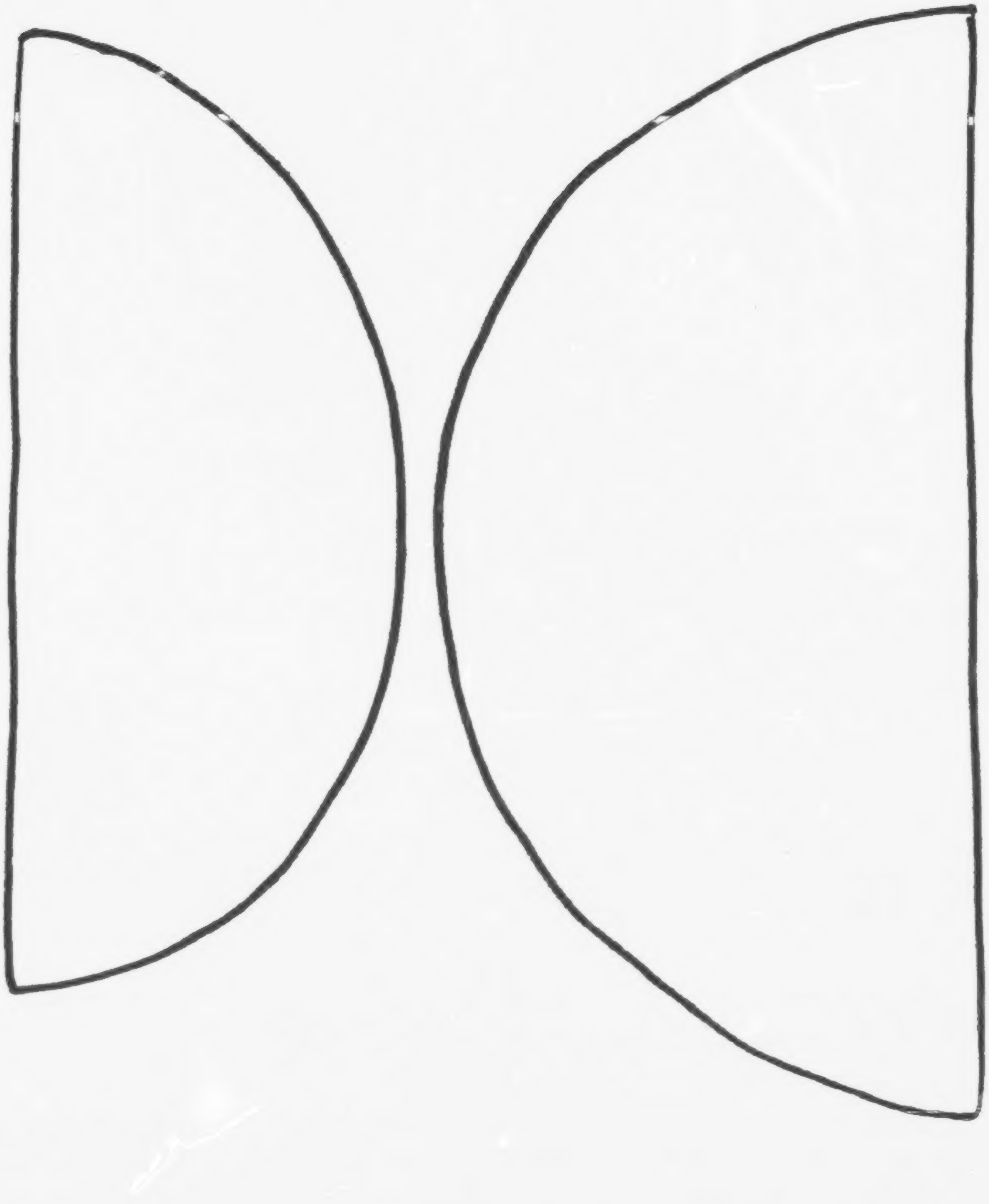
I Spy Junior.

## PROFESSIONAL RESOURCES

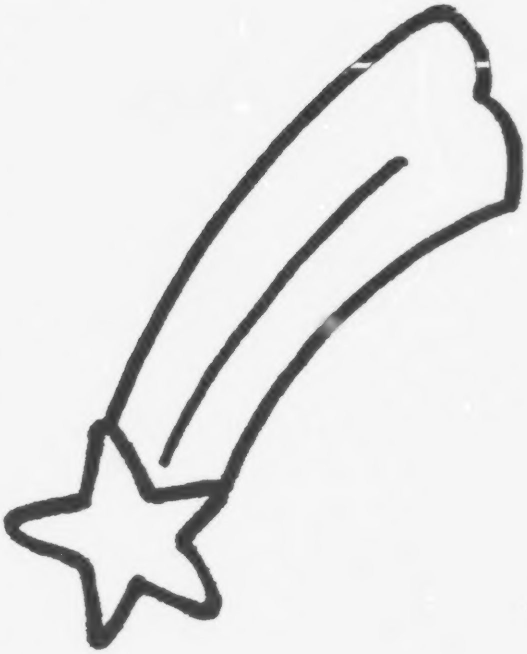
*Singing Bee: A Collection of Favorite Children's Songs* compiled by Jane Hart.

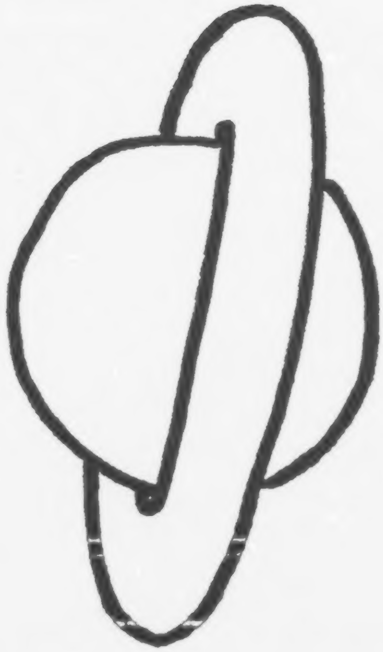


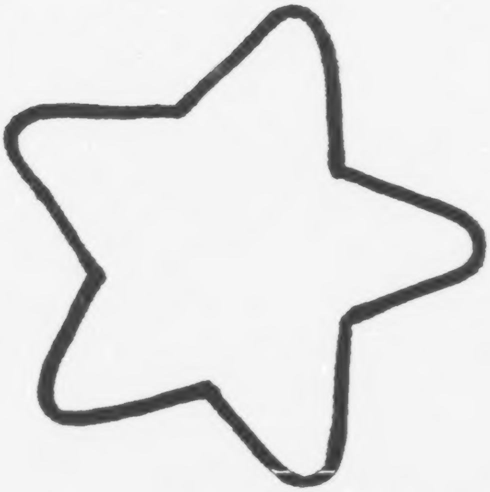
# WATERMELON SLICES



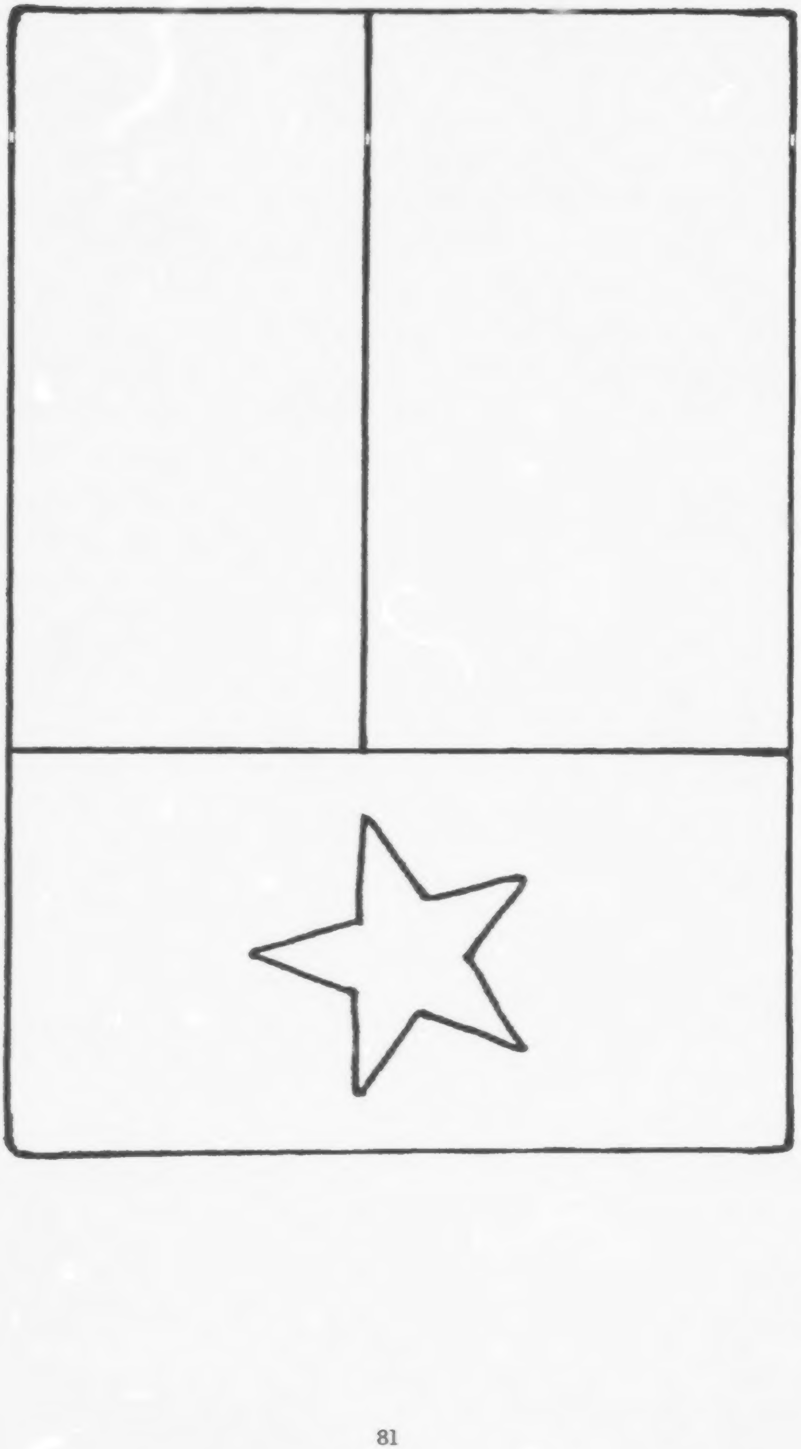
# SPACE COLLAGE



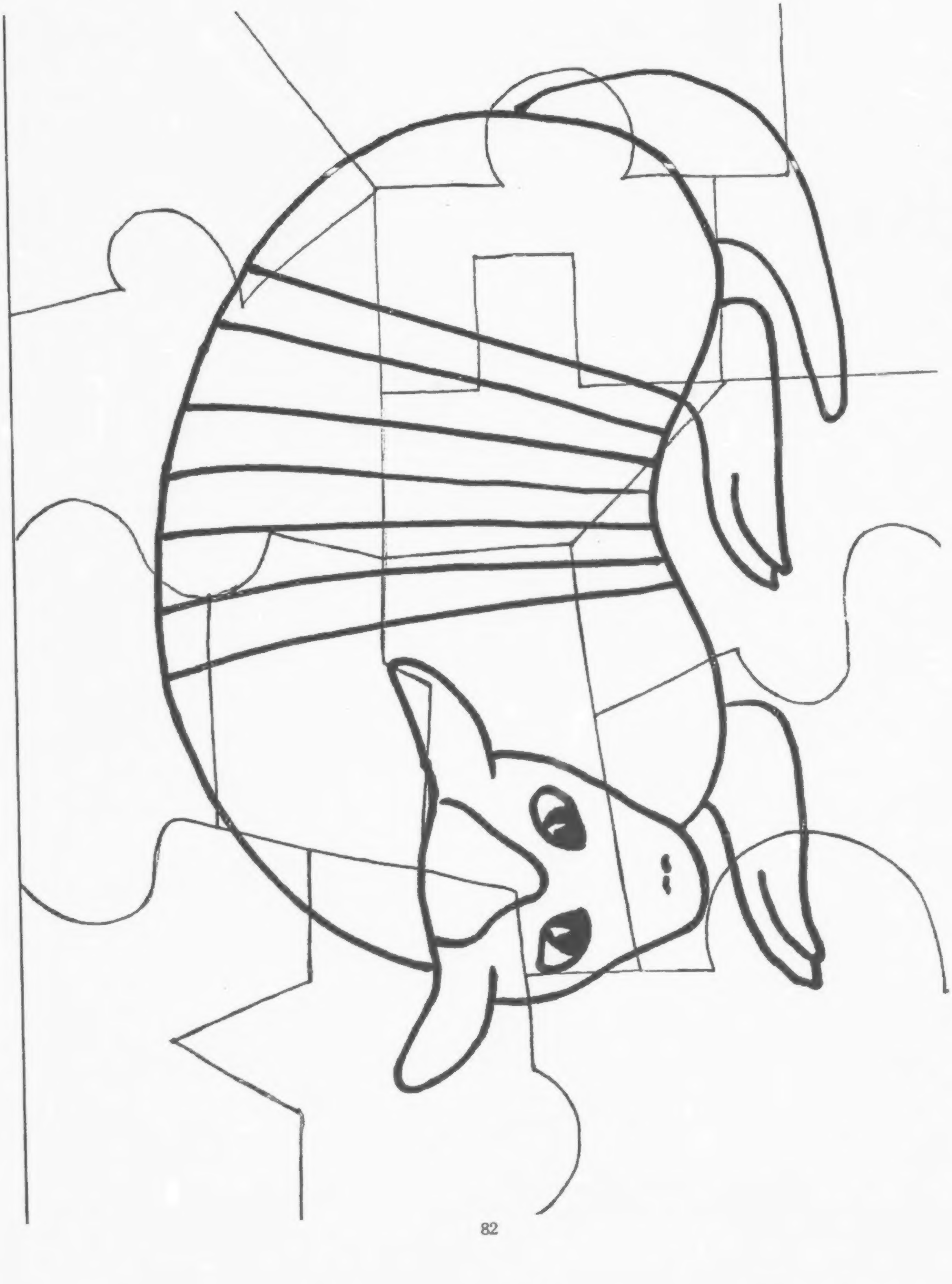




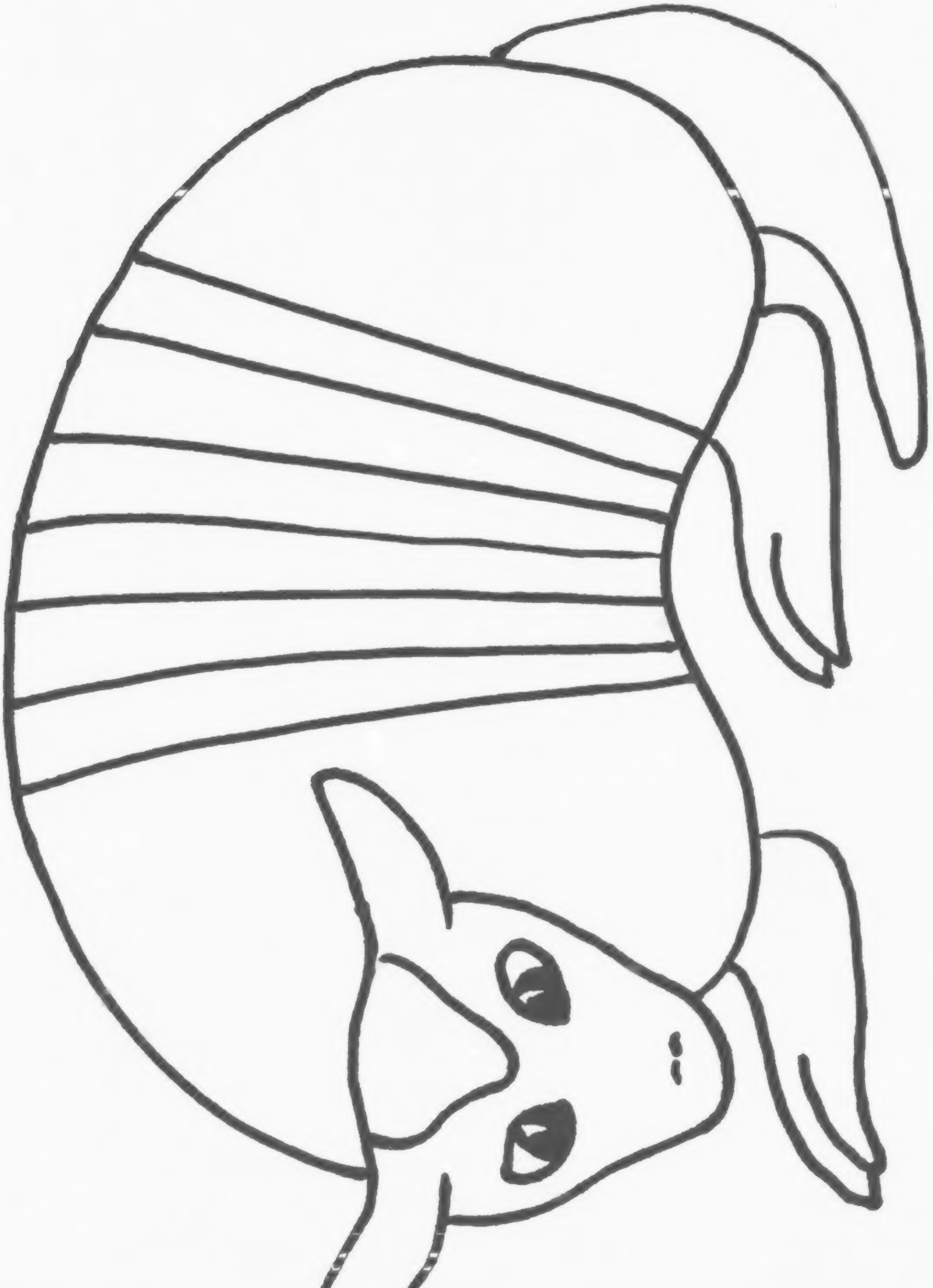
# TEXAS FLAG COLORING SHEET

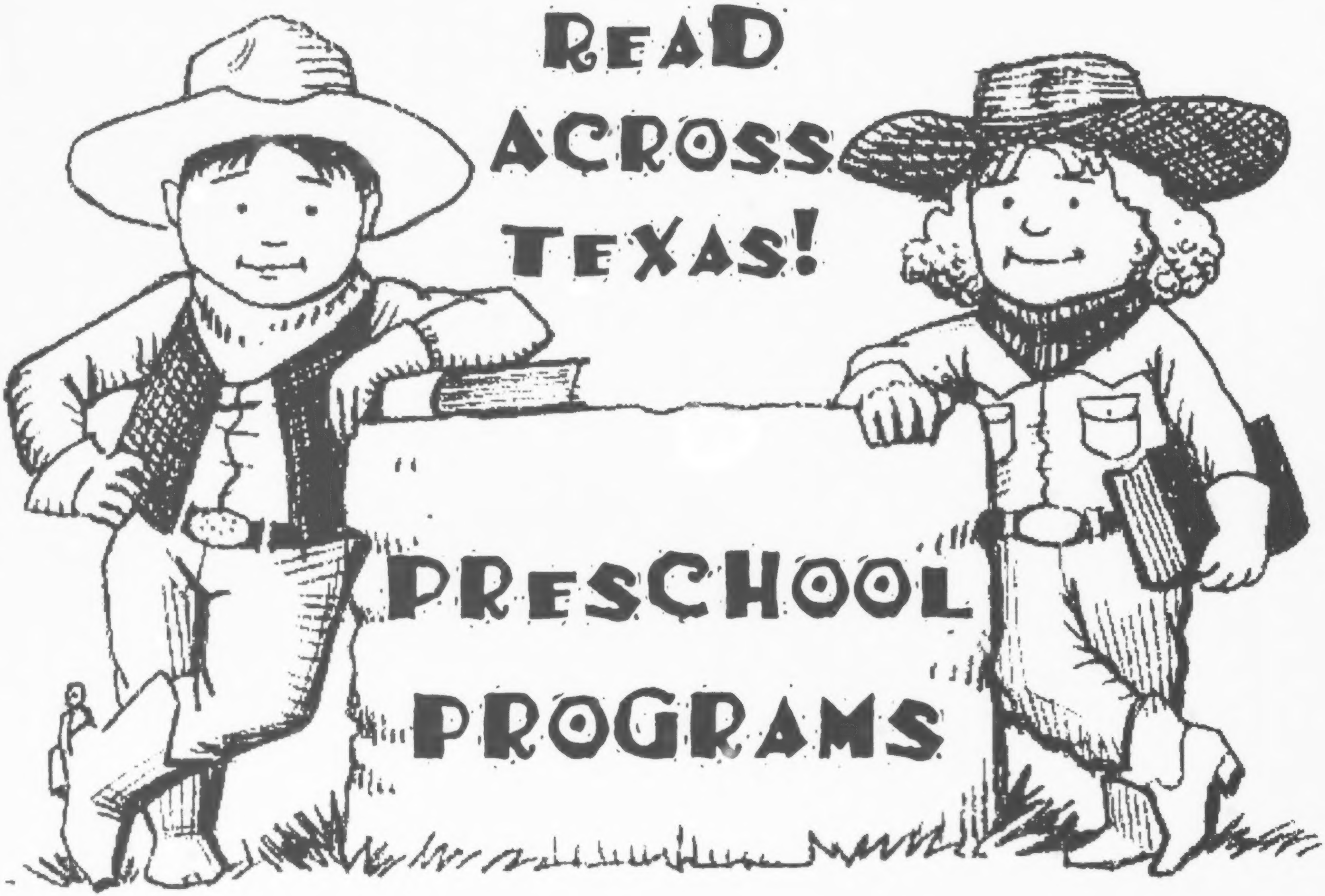


# ARMADILLO PUZZLE

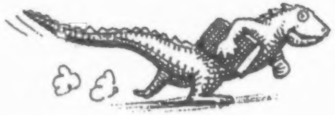


# ARMADILLO PUZZLE




READ
ACROSS
TEXAS!
PRESCHOOL
PROGRAMS

# READ ACROSS TEXAS!



## PRESCHOOL PROGRAMS

BY TINA HAGER

## A QUILT OF TEXAS CULTURES

### BOOKS TO SHARE

*Cleversticks* by Bernard Ashley.
*Day of the Dead* by Tony Johnston.
*Families* by Ann Morris.
*!Fiesta!* by Ginger Foglesong Guy.
*The Mouse Bride* by Joy Cowley.

### BOOKS TO SHOW AND BOOKTALK

*Abuelito Eats With His Fingers* by Janice Levy.
*Father's Rubber Shoes* by Yumi Heo.
*Our People* by Angela Shelf Medearis.
*Prairie Dog Pioneers* by Jo Harper.

### BULLETIN BOARD

#### MANY CULTURES, ONE TEXAS

Hang a large map of Texas on the bulletin board. Make enough copies of the pattern of the world at the end of this chapter to surround the map. Let the children color the maps and then surround the map of Texas with them. Flags of the world could also be used.

### DISPLAYS

#### TEXAS CULTURES

Represent the diversity of Texas cultures with a display of books about various countries and items related to those cultures. For example, include maracas from Mexico, a ribbon stick from China, or small Christmas tree from Germany.

### DECORATIONS

Alternate hanging world flags and the Texas flag on the wall.

### FINGERPLAYS

#### THIS BIG TEXAN

(By Tina Hager)

This big Texan speaks French, *(Hold up one finger)*
This big Texan speaks Spanish, *(Hold up two fingers)*
This big Texan speaks German, *(Hold up three fingers)*
This big Texan speaks Swedish, *(Hold up four fingers)*
And this big Texan yells "Yeeha! Welcome home!" *(Hold up five fingers and* wave)

### THIS LITTLE COW

This little cow eats grass, *(Hold up one finger)*
This little cow eats hay, *(Hold up two fingers)*
This little cow drinks water, *(Hold up three fingers)*
This little cow runs away, *(Hold up four fingers)*
And this little cow does nothing
But lie down all the day. *(Hold up five fingers then place hand flat, palm side down)*

### DIKKE, DIKKE, DIK!

(Traditional rhyme from Denmark)

Brow-bone, *(Point to eyebrows)*
Eye-stone, *(Point to eyes)*
Nose-bone, *(Point to nose)*
Mouth-lip, *(Point to mouth)*
Chin-tip, *(Point to chin)*
Dikke, dikke, dik! *(Clap hands)*

## SONGS

### HE'S GOT THE WHOLE WORLD IN HIS HANDS

(Add verses substituting the words "all of Texas" and the names of different cultures that make up Texas for "the whole world." For instance, substitute "German Texans," "French Texans," "Spanish Texans.")

He's got the whole world in his hands,
He's got the whole wide world in his hands,
He's got the whole world in his hands,
He's got the whole world in his hands.

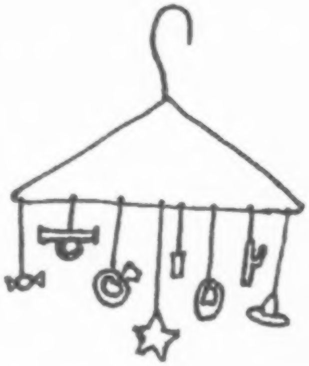
### THE MORE WE GET TOGETHER

(Sing to the tune of "Did You Ever See a Lassie")

The more we get together, together, together,
The more we get together, the happier we'll be,
For your friends are my friends and my friends are your friends,
The more we get together the happier we'll be.

## CRAFTS

### FIESTA MOBILE



Materials
- Copies of the mobile patterns
- Colors
- Scissors
- Hangers
- Yarn or string
- Hole punch

Directions

Read the book *!Fiesta!* and make a mobile. Copy the patterns in the back of this chapter for the fiesta mobile. Cut the pictures out and punch holes in the tops of each one. Let the children attach a piece of yarn or string to each picture and tie the other end to a coat hanger.

## GAME

### NA KOZLA

This is a game from the Czech culture that is similar to "leap frog." Children get down on their hands and knees in a line. The last child jumps over every one in front of her/him and becomes the first child in line. Repeat until everyone has a turn.

## GUEST SPEAKERS

Ask individuals from various cultures to speak to the children about their food, customs, and homelands.

Invite a travel agent or flight attendant talk about countries from which immigrants traveled to settle in Texas.

## MUSICAL RECORDINGS

"La Cucaracha" on *Cantemos Chiquitos #2: More Traditional Songs from South of the Border* by Georgette Baker.

## PROFESSIONAL RESOURCES

*Street Rhymes Around the World* by Jane Yolen.

*Texans: A Story of Texan Cultures for Young People* by Barbara Evans Stanush.

# FROM CITY TO CITY

## BOOKS TO SHARE

*Alamo Across Texas* by Jill Stover.

*The Armadillo from Amarillo* by Lynne Cherry.

*T is for Texas* by Anne Bustard.

*Texas Alphabet* by Laurie Parker.

*Texas Alphabet* by James Rice.

*Tumbleweed Tom on the Texas Trail* by Jackie Hopkins.

## BOOKS TO SHOW AND BOOKTALK

*Amarillo: the Yellow Rose of Texas* by Sarah Heinze Williamson.

*Bluebonnet at the Texas State Capitol* by Mary Brooke Casad.

*Going West* by Jean VanLeeuwen.

*Hog Music* by M.C. Helldorfer.

*Texas Jack at the Alamo* by James Rice.

## DISPLAY

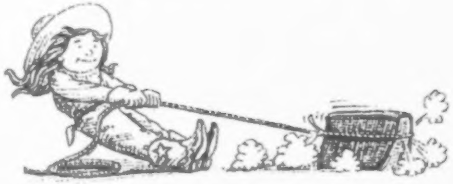
Take a Texas Trip

Collect postcards from various Texas towns and put them on the end panels of the bookshelves.

## FINGERPLAY

Texas is a Great Big State
(By Tina Hager)
(Hold up one finger for each city)

Texas is a great big state,
Let's name ten cities that are great.
One! Dallas, sometimes called "Big D,"
Two! Galveston is by the sea.
Three! The Alamo as we all know may be found in San Antonio.
Four! Austin is our capitol.
Five! Corpus Christi has seagulls.
Six! Fort Worth is sometimes called "Cowtown,"
Seven! Amarillo has Cadillac Ranch around.
Eight! El Paso is close to New Mexico.
Nine! Tyler has beautiful roses.
Finally to finish our ten,
Is the University town, Denton!



## FLANNEL BOARD STORY

### GOING TO ROUND ROCK

Tell "Going to Round Rock" in the chapter in this manual entitled, "Puppet Plays, Stories, and Reader's Theater Scripts."

## CRAFT

### JACKRABBIT STICK PUPPETS

Materials
- Copies of the jack rabbit pattern
- Scissors
- Colors
- Popsicle sticks or craft sticks

Directions

Copy the jackrabbit pattern at the end of this chapter. Cut one out for each child. The children color them and glue them onto craft sticks to make stick puppets.

## GAMES AND ACTIVITIES

### TEXAS ALPHABET COMES ALIVE

Use a jackrabbit puppet while reading the story *Texas Alphabet*. Have the children hold up their jackrabbit stick puppets when the jackrabbit speaks in the story.

### TEXAS SYMBOLS MATCHING GAME

Discuss the flags and symbols of Texas and create a matching game for the children to play, or create a work sheet. For example, let them match the following Texas state symbols with pictures that are provided at the end of this chapter:

State Flower - Bluebonnet
State Gemstone - Blue Topaz
State Insect - Monarch Butterfly
State Flag
State Musical Instrument – Guitar
State Pepper – Jalepeño
State Plant – Prickly Pear Cactus
State Small Mammal - Armadillo
State Tree - Pecan

### LOOK WHERE I HAVE BEEN!

Hang up a large map of Texas and ask the children for names of places they have lived or visited. Place foil stars on each location.

### TRAFFIC LIGHT GAME

The children stand side by side and pretend that they are cars travelling through Texas cities. One child stands far in front and is the traffic light. She/he holds up red and green signs. When the sign is green, the cars go and when the sign is red, the cars stop. The first car to reach the traffic light becomes the next traffic light. If more than one child reaches the light at the same time, choose the winner by having them call out a Texas city and pick the one who names a city closest to the beginning of the alphabet. Play until everyone gets a turn as the traffic light.

### WHERE IS TEXAS MAZE

Copy and distribute the "Where is Texas?" maze pattern for the children.

## VIDEO

*Texas Symbols for Little Texans.* (15 minutes)

## WEB SITES

Texas-Gals Clip Art
www.geocities.com/heartland/Ranch/9477/clipart.html
Texas clip art, backgrounds, and animations without copyright restrictions.

Texas Symbols
www.tpwd.state.tx.us/edu/texas/txsymbl.htm
Texas symbols with pictures and illustrations on Texas Parks and Wildlife web site.

## PROFESSIONAL RESOURCE

*Texas Facts and Symbols* by Emily McAuliffe.

# HOME ON THE RANGE

## BOOKS TO SHARE

- *Cowboy Bunnies* by Christine Loomis.
- *Cowpokes* by Caroline Stutson.
- *Raising Cows on the Koebels' Farm* by Alice K. Flanagan.
- *Tall in the Saddle* by Anne Carter.
- *Whitefish Will Rides Again!* by Arthur Yorinks.

## BOOKS TO SHOW AND BOOKTALK

- *The Cowboy and the Black-eyed Pea* by Tony Johnston.
- *Cows* by Pete Brady.
- *Slim and Miss Prim* by Robert Kinerk.
- *Why Cowboys Sleep With Their Boots On* by Laurie Lazzaro Knowlton.

## BULLETIN BOARD

### HOWDY PARDNER...
### READ ALL ABOUT COWBOYS!!!

Cover the top half of a bulletin board with blue paper to represent the sky the bottom half with brown paper to represent land. Place a green cactus on one side of the board. Put a paper fence on the bottom of the board and a ranch house to the right of the board. Surround it with book jackets or titles, authors, and call numbers of books about cowboys.

## DISPLAY

### COWBOY BOOK DISPLAY

Display books and realia, such as *Why Cowboys Sleep With Their Boots On* and a boot, *The Cowboy and the Black-eyed Pea* and a cowboy hat filled with black-eyed peas, and *Tall in the Saddle* with a plastic horse and a man's bolo tie. Cut out cowboy hats in various colors and place them on the wall or on the end of the bookshelf so that they lead to the display of cowboy books. Hang stars, hearts, and Texas shapes from the ceiling to represent the song, "Deep in the Heart of Texas."

## FINGERPLAYS

### I AM A LITTLE HORNED TOAD

(Traditional)

I am a little horned toad
Hopping down the road *(Make fingers hop in time to verses)*

Just listen to my song. *(Cup hand behind ear)*
I sleep all winter long. *(Palms together at side of head)*
When spring comes, I peep out *(Peep behind hands)*
And then I jump about *(Make arms jump)*
And now I catch a fly *(Clap hands)*
And now I wink my eye; *(Wink one eye)*
And now and then I hop, *(Make hands hop)*
And now and then I stop! *(Fold hands)*

### THIS LITTLE COWBOY

(By Tina Irene Hager)

This little cowboy rode into town, *(Hold up first finger)*
This little cowboy stayed home, *(Hold up 2nd finger)*
This little cowboy ate some beans, *(Hold up 3rd finger)*
This little cowboy had none, *(Hold up pinky)*
This little cowboy yelled "Yeehah" all the way home. *(Hold up thumb with other fingers and yell yeehah)*

## SONGS

### TEX MCDONALD HAD A RANCH

(By Tina Irene Hager)
(Sing to the tune of "Old McDonald Had a Farm.")

Tex McDonald had a ranch, yippy, yippy, yoh,
And on this ranch he had cowboys, yippy, yippy, yoh,
With a yeehah here and a yeehah there,
Here a yee, there a ha, everywhere a yeeha,
Tex McDonald had a ranch, yippy, yippy yoh.

Tex McDonald had a ranch, yippy, yippy yoh,
And on this ranch he had a cook, yippy, yippy yoh,
With a come and get it here, and a come and get it there,
Here a come, there a get it, everywhere a come get it,
Tex McDonald had a ranch, yippy, yippy, yoh.

Tex McDonald had a ranch, yippy, yippy yoh,
And on this ranch he had horses, yippy, yippy yoh,
With a neigh, neigh here, and a neigh, neigh there,
Here a neigh, there a neigh, everywhere a neigh, neigh,
Tex McDonald had a ranch, yippy, yippy, yoh.

Tex McDonald had a ranch, yippy, yippy, yoh,
And on this ranch he had cattle, yippy, yippy, yoh,
With a moo, moo, here and a moo, moo, there,
Here a moo, there a moo, everywhere a moo, moo,
Tex McDonald had a ranch, yippy, yippy, yoh.

Tex McDonald had a ranch, yippy, yippy, yoh
And on this ranch was a coyote, yippy, yippy, yoh,
With a howl, howl here, and a howl, howl, there,
Here a howl, there a howl, everywhere a howl, howl,
Tex McDonald had a ranch, yippy, yippy, yoh.

### COWBOY BOB

(By Tina Irene Hager)
(Sing to the tune of "Frere Jacques.")

Mind the cattle, mind the cattle,
Cowboy Bob, Cowboy Bob,
Keep them on the trail, keep them on the trail,
Yippy yi yob, yippy yi yob.

## STORY

Tell "The Cowboy Who Cried Coyote" in the chapter of this manual entitled, "Puppet Plays, Stories, and Reader's Theater Scripts."

## CRAFTS

### FANCY COWGIRL/COWBOY HAT MAGNET

Materials
Cowgirl hat pattern
Glue
Scissors
Buttons,
Foil stars, glitter, or glitter pens
Magnets

Directions

Cut out the cowgirl hats using the pattern at the end of this chapter in advance. Children glue on buttons to the hats and decorate them with foil stars, glitter, or glitter pens. Attach the self-adhesive magnet so it can be placed on the refrigerator.

### PUT THE COWBOY TOGETHER

Materials
Copies of the cowboy pattern
Glue
Scissors
Colored construction paper

Directions

Copy the cowboy pattern pieces. Cut out all the shapes. Let an adult help the children glue them onto a piece of construction paper to make a cowboy.

## GAMES AND ACTIVITIES

### 101 USES FOR A BANDANA

Show the kids a bandana and ask them to name various things for which they could use it. Examples are a beanie baby bed, scarf for head, scarf for around the neck, blindfold to play games, bracelet, and belt.

### COWPOKE BOOT SCRAMBLE

Ask the children take off their shoes and place them in the middle of the room. Mix them up and tell them to find both of their shoes when you call out, "Ride'm Cowboys." Give a prize to the child who finds his or her shoes first and to the first child to put his or her shoes on to the correct feet.

## GUEST SPEAKERS

Contact a local clown organization and invite a rodeo clown or a clown who portrays a cowboy character to entertain the children.

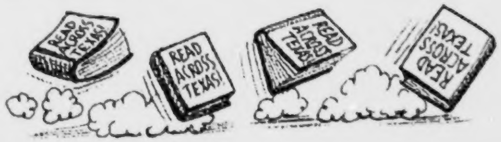
Invite a ranch hand to tell the children about his work.

## MUSICAL RECORDING

The Cowboy Album.

## VIDEO

*Meanwhile Back at the Ranch.* (29 minutes)



# TEXAS CRITTERS

## BOOKS TO SHARE

*Armadillo Tattletale* by Helen Ketteman.
*Desert Song* by Tony Johnston.
*Jackrabbit* by Jonathan London.
*Mr. Fine, Porcupine* by Fanny Joly.
*Way Out West Lives a Coyote Named Frank* by Jillian Lund.

## BOOKS TO SHOW AND BOOKTALK

*Ma'ii and Cousin Horned Toad: a Traditional Navajo Story* by Shonto Begay.
*Red Wolf Country* by Jonathan London.

## DISPLAY

Display puppets or stuffed animals representing Texas animals along with books about each.

## FINGERPLAY

### I AM AN ARMADILLO

(By Tina Irene Hager)

(Tell the children about armadillos! They live in tunnels, eat bugs, roll into balls for protection, and hold their breath to swim. Then, sing this song to the tune of "Here We Go Round the Mulberry Bush.")

This is the way we dig our tunnels, *(Pretend to dig)*
Dig our tunnels, dig our tunnels,
This is the way we dig our tunnels,
To get to our homes.

This is the way we lick up our bugs, *(Pretend to lick bugs)*
Lick up our bugs, lick up our bugs,
This is the way we lick up our bugs,
When we want something to eat.

This is the way we roll in a ball, *(Pretend to roll into a ball)*
Roll in a ball, roll in a ball,
This is the way we roll in a ball,
When we want to hide.

This is the way we hold our breath *(Hold breath a little on each line)*
Hold our breath, hold our breath,
This is the way we hold our breath,
When we walk under water.

# SONG

## BALLAD OF THE BOLL WEEVIL

(By the late 19th and early 20th centuries, the boll weevil was causing devastation in America's cotton crops. This invasion inspired the following traditional song. Poet and bard Carl Sandberg performed a version of the song in the 1920s. It's precise origin is shrouded in the mists of the past. Copy the patterns of the boll weevil, farmer, sand, ice, fire, farmer's wife, hat, corn, dress, and sticks at the end of this chapter and place the pieces on the flannel board while you sing this song.)

Oh the boll weevil is a little black bug,
Come from Mexico, they say,
Come all the way to Texas, just a-looking for a place to stay,
Just a-looking for a home, just a-looking for a home.

The first time I seen the boll weevil,
He was a-setting on the square.
Next time I seen the boll weevil, he had all of his family there.
Just a-looking for a home, just a-looking for a home.

The farmer said to the weevil:
"What make your head so red?"
The weevil said to the farmer, "It's a wonder I ain't dead,
A-looking for a home, just a-looking for a home."

The farmer took the boll weevil,
And he put him in the hot sand.
The weevil said, "This is might hot but I'll stand it like a man,
This'll be my home, it'll be my home.

The farmer took the boll weevil,
And he put him in a lump of ice;
The boll weevil said to the farmer,
"This is might cool and nice, it'll be my home, this'll be my home."

The farmer took the boll weevil,
And he put him in the fire.
The boll weevil said to the farmer,
"Here I are, here I are,
This'll be my home, this'll be my home."

The farmer said to the missus,
"What do you think of that?
The boll weevil done make a nest in my best Sunday hat,
Going to have a home, going to have a home."

The boll weevil said to the farmer,
"You better leave me alone.
I done eat all your cotton, now I'm going to start on your corn,
I'll have a home, I'll have a home."

The merchant got half the cotton,
The boll weevil got the rest.
Didn't leave the farmer's wife but one old cotton dress,
And it's full of holes, it's full of holes.

The farmer said to the merchant,
"We's in an awful fix.
The boll weevil ate all the cotton up and left us only sticks,
We's got no home, we's got no home."

## CRAFTS

### BOLL WEEVIL STICK PUPPETS

**Materials**
- Patterns of boll weevil
- Craft or popsicle sticks
- Colors
- Glue or tape

**Directions**

Copy and cut out the pattern of the boll weevil from the flannel board story at the end of this chapter. Children color them and glue or tape them to popsicle sticks or craft sticks. Sing "The Ballad of the Boll Weevil" and let the children hold up their puppets whenever the word, "Boll Weevil" is sung.

### ARMADILLO MAGNET

**Materials**
- Armadillo pattern
- Cork board or poster board
- Colors
- Wiggly eyes
- Magnets

**Directions**

Copy the armadillo pattern at the end of the chapter. Trace it onto a piece of corkboard (found in hobby stores) or poster board and cut it out. Let the children glue on wiggly eyes, color it, and attach a magnet to the back.

## GAMES AND ACTIVITIES

### COYOTE HOWLS

Have a howling contest and award prizes for the loudest, quietest, funniest, and most creative howl.

### PONY RIDES

Arrange for live ponies for the children to ride, or bring stick ponies.

## GUEST SPEAKERS

Invite an animal control officer, or a humane society, nature preserve, representative, or Texas Parks and Wildlife representative to speak to the children.

# TEXAS INDIANS

## BOOKS TO SHARE

*The First Strawberries* retold by Joseph Bruchac.
*Itse Selu: Cherokee Harvest Festival* by Daniel Pennington.
*Jingle Dancer* by Cythia Leitich Smith.
*Mrs. Scott's Beautiful Art* by Alice K. Flanagan.
*The Story of the Milky Way: A Cherokee Tale* by Joseph Bruchac.

## BOOKS TO SHOW AND BOOKTALK

*American Indian Games and Crafts* by Charles L. Blood.
*The Apache Indians* by Bill Lund.
*The Comanche Indians* by Bill Lund.
*The Legend of the Indian Paintbrush* by Tomie dePaola.

# DISPLAY

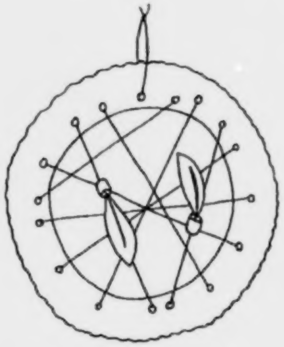
## LEARN ABOUT TEXAS INDIANS

Display pictures of Native American Indian clothing and objects, such as moccasins, bows and arrows, arrowheads, jewelry, feathers, etc. along with books about Texas Indian tribes, or display Native American artifacts.

# CRAFT

## DREAMCATCHER

Many Native Americans, including the Cherokee, believe good and bad dreams float around at night. A dreamcatcher catches the bad dreams and holds them until they disappear when the sun rises. The good dreams float through the web, down into the feather, and onto the person asleep underneath.



Materials
- 5" paper plates
- Yarn cut into 36 inch lengths
- Yarn cut into 4 inch lengths.
- Beads
- Feathers
- Tape
- Scissors
- Hole punch

Directions

Use the illustration as your guide as you make this dreamcatcher. In advance, cut the center out of a paper plate, punch holes on the rim of the plate about one inch apart, and put a small piece of tape on one end of yarn and tie the other end in a knot. The children thread the 2-inch length of yarn through a hole and tie it into a loop to hang the dream catcher. They then thread the 36-inch lengths of yarn through one hole near the top of plate and then through the hole opposite of the first hole. They then move to the adjacent hole and continue weaving through opposite holes until the yarn is threaded through all of them. The final result should look like a web. Place a couple of beads on the loose taped end, then insert the pointed end of a feather through the beads so that both stay in place.

# GAMES AND ACTIVITES

## SIGN LANGUAGE

Teach the children some of these signs.

**Texas:** The word Texas came from the Caddo Indians and means "friends." Teach the children how to sign the word, friend. Hook the right index over the left with the left palm-up and then repeat in reverse.

**Cow:** Tuck all fingers from both hands under except for the thumb and pinkie. Place the right thumb to the right temple and the left thumb at the left temple and bend them forward and backward several times represent ing the horns.

**Buffalo/bison:** Make a fist with each hand with the thumb over top of the index and middle fingers. Put your hands at the sides of your forehead, palm side forward. Move them forward and around until the palm side faces to the back.

Snake: Point the index finger of your right hand with the rest of your fingers in a fist. Move your right hand forward in a circular motion, passing it under the left arm showing a crawling movement.

### STRAWBERRY CHART

Read or tell the story of *The First Strawberries*. Serve the children ripe strawberries and create a chart showing how many children like or dislike them.

## MUSICAL RECORDING

*The Choctaw way: A Blend of Music, Chant and Story that Honors the Choctaw Indian tribe*. Storytribe Publishing, 4417 Morningside Way, Canyon Lake, TX 78133. (830) 899-5678.

# TEXAS PLANT LIFE

## BOOKS TO SHARE

*From Acorn to Oak Tree* by Jan Kottke.
*The Legend of the Bluebonnet* by Tomie DePaola.
*Sunflower* by Miela Ford and Sally Noll.
*Way Out in the Desert* by T.J. Marsh and Jennifer Ward.

## BOOKS TO SHOW AND BOOKTALK

*Cactus Hotel* by Brenda Z. Guiberson.
*Life Cycle of an Oak Tree* by Angela Royston.
*Sunflowers* by Mary Ann McDonald.
*The Tree That Would Not Die* by Ellen Levine.

## DISPLAY

### TEXAS WILDFLOWERS

In the display case, hang a poster of Texas wildflowers and display Texas wildflower books and surround them with artificial bluebonnets and Indian paintbrush.

## FINGERPLAY

### COUNTING TUMBLEWEEDS

(Show the children a tumbleweed. They may be purchased at craft stores.)

Ten little tumbleweeds by the corral gate; *(Hold up both hands fingers extended)*
The wind whooshed two away, and then there were eight.
*(Whoosh hands from side to side and then bend two fingers)*
Eight little tumbleweeds said, "Oh, fiddlesticks! They danced in the wind." *(Wiggle fingers)*
Then there were six. *(Bend down two fingers)*
Six little tumbleweeds went out to explore;
Along came a whirlwind, and then there were four. *(Move hands in a circular motion and then bend down two fingers)*
Four little tumbleweeds admiring the view;
Then there came a gentle breeze; so there were two. *(Bend down two fingers)*
Two little tumbleweeds; round and round they spun *(Move hand in a circular motion, then bend down the remaining two fingers)*
Until they were out of sight; then there were none! *(Hands behind back)*

# CRAFT

### TEXAS SUNFLOWER

Copy the pattern of the sunflower at the back of this chapter. Let the children color it and glue sunflower seeds in the center of the flower.

### PAPER FLOWER

Materials
- Tissue paper (various colors)
- Pipe cleaners
- Scissors

Directions

In advance, cut three sizes of circles of various colors from tissue paper. The children sort them by size and lay them down with the largest on the bottom and the smallest on top. A parent or adult pokes two holes near the middle of them. The child laces a pipe cleaner through one hole and then through the other, making the ends even, and twists the two ends together to make a stem for a flower.

# READERS THEATRE

### DESERT LIFE PLAY

Choose ten children to be the mothers and ten more to be the baby animals in the story, *Way Out in the Desert*. Let each set of mother/child characters acts out their parts as you read the story.

# CHANT

### TREATY OAK CHANT

(By Tina Irene Hager, based on the events depicted in the book, *The Tree That Would Not Die*)

(Treaty Oak is 500 years old and is in Austin, Texas. Legends say that Stephen F. Austin and Indian leaders signed a peace treaty underneath the tree. The tree's life almost came to an end when someone poisoned it in 1989. It still survives in Austin today.)

**Children:** Treaty Oak, Treaty Oak, what do you see?
**Librarian:** I see a buffalo rubbing against me.
**Children:** Treaty Oak, Treaty Oak, what do you see?
**Librarian:** I see the first people living around me.
**Children:** Treaty Oak, Treaty Oak, what do you see?
**Librarian:** I see the Spaniards building around me.
**Children:** Treaty Oak, Treaty Oak, what do you see?
**Librarian:** I see a peace talk right beneath me.
**Children:** Treaty Oak, Treaty Oak, what do you see?
**Librarian:** I see the land being settled around me.
**Children:** Treaty Oak, Treaty Oak, what do you see?
**Librarian:** I see Austin, Texas growing around me.
**Children:** Treaty Oak, Treaty Oak, what do you see?
**Librarian:** I see the Depression going on around me.
**Children:** Treaty Oak, Treaty Oak, what do you see?
**Librarian:** I see a man, I think he's poisoning me.
**Children:** Treaty Oak, Treaty Oak, what do you see?
**Librarian:** I see people trying to save me.
**Children:** Treaty Oak, Treaty Oak, what do you see?
**Librarian:** I see people who care about me.
**Children:** Treaty Oak, Treaty Oak, what do you see?
**Librarian:** I see my children, growing by me.

## GAMES AND ACTIVITIES

### OAK TREE AND ACORN HUNT

Hide acorns around your storytime room. At the end of the program, have an acorn hunt. Or, take the children outside to look at an oak tree and to collect acorns to take home and plant.

### LIFE CYCLE OF THE OAK TREE

Using the oak tree life cycle page at the end of this chapter, match the pictures with the cycles.

## GUEST SPEAKERS

Invite a Parks and Recreation Department representative, a plant nurseryman, or a landscaper to speak to the children about their work.

## PROFESSIONAL VIDEO

*Texas Wildflowers.* (15 minutes)

# TEXAS TREATS

## BOOKS TO SHARE

*Corn - On and Off the Cob* by Allan Fowler.
*The Runaway Tortilla* by Eric A. Kimmel.
*Ruth's Bake Shop* by Kate Spohn.
*Still-Life Stew* by Helena Clare Pittman.
*The Tale of Rabbit and Coyote* by Tony Johnston.

## BOOKS TO SHOW AND BOOKTALK

*Chato's Kitchen* by Gary Soto.
*The Little Red Hen (Makes a Pizza)* by Philemon Sturges.
*Pass the Fritters, Critters* by Cheryl Chapman.
*The Sleeping Bread* by Stefan Czernecki and Timothy Rhodes.
*Sweet Strawberries* by Phyllis Reynolds Naylor.
*Who Put the Pepper in the Pot?* by Joanna Cole.

## FINGERPLAY

### DIEZ TORTILLAS

(By Tina Irene Hager)
(Sing to the tune of "Ten Little Indians.")

Uno, dos, tres tortillas,
Quatro, cinco, seis tortillas,
Siete, ocho, nueve tortillas,
Diez tortillas, yum, yum, yum.

## RHYMES

### SEE THE CHILES

(By Tina Irene Hager)
(Sing to the tune of "Peas Porridge Hot.")

See the chiles green,
See the chiles red
See them cooked in the pot,
Before going to bed.
See the chiles hot,

See the chiles cold,
See the chiles in the pot,
Five days old.
Eat the chiles green,
Eat the chiles red,
Eat the chiles all gone,
Before going to bed.
First you see a smile,
Then you see a frown,
Then you feel a tummyache,
For eating chiles down.

### SING A SONG OF SIXPENCE

Sing a song of sixpence, a pocketful of rye:
Four and twenty blackbirds baked in a pie!
When the pie was open, the birds began to sing;
Wasn't that a dainty dish to set before the king?

## CRAFTS

### 3-D CORN

Copy the picture of the ear of corn at the end of this chapter. Let the children color the cornhusks green and the corn yellow.

### VEGETABLE STAMPS

Materials
  Vegetables such as turnips and potatoes cut in half
  Liquid poster or tempera paint
  White paper
Directions
  Children dip a vegetable into the paint then stamp it onto the paper to make a picture. Use as many vegetables as creativity allows.

## GUEST SPEAKERS

Invite a home economics teacher, restaurant owner, chef, or caterer to speak to the children about healthy snacks.

# YELLOW ROSES OF TEXAS

## BOOKS TO SHARE

*Cowboy Dreams* by Dayal Kaur Khalsa.
*Dusty Locks and the Three Bears* by Susan Lowell.
*Grandma According To Me* by Karen Magnuson Beil.
*Little Red Cowboy Hat* by Susan Lowell.
*Sachiko Means Happiness* by Kimiko Sakai.
*Sewing Quilts* by Ann Turner.

## BOOKS TO SHOW AND BOOKTALK

*Bossyboots* by David Cox.
*Cinnamon, Mint, and Mothballs: a Visit to Grandmother's House* by Ruth Tiller.
*Ganzy Remembers* by Mary Grace Ketner.
*I Have Heard of a Land* by Joyce Carol Thomas.
*Texas Star* by Barbara Hancock Cole.

## RHYME

### POP GOES THE WEASEL

A penny for a spool of thread,
Another for a needle,
That's the way the money goes,
Pop! Goes the weasel.
All around the cobbler's bench,
The monkey chased the weasel,
The monkey thought 'twas all in fun!
Pop! Goes the weasel.

## SONGS

### BUFFALO GALS

As I went lumbering down the street,
Down the street, down the street,
A lovely gal I chanced to meet,
Oh! She was fair to view.
Buffalo Gals, will you come out tonight,
Come out tonight, come out tonight,
Buffalo gals, will you come out tonight
To dance by the light of the moon?

Sing "The Yellow Rose of Texas."

## STORY

### BUTTERMILK BISCUITS AND RATTLESNAKE GRAVY

(By Tina Hager)

(To make this an audience participation story, teach the children the refrain and have them clap their hands or pat their knees while they say it.)

Once upon a time, way out yonder in west Texas, a cowboy family lived on a ranch. There was a little boy named Cowboy Billy, and a little girl named Cowgirl Betty Joe, and they lived with their Cowgirl Mama, their Cowboy Papa, and their horse, Hit the Trail.

Now Cowgirl Mama loved to cook and her most famous dish was buttermilk biscuits with rattlesnake gravy. One day when Mama decided to make her biscuits, she noticed she was out of buttermilk. "Cowboy Billy," she called, "Run on in to town to the store and fetch me some buttermilk." Billy always obeyed his Mama and so he said, "Yes Ma'am" and headed toward town.

It just so happened that between the ranch and the town there was a small canyon. And a rock high up in that small canyon was the home of the biggest, meanest rattlesnake that ever lived. Very few people went into the canyon for fear of meeting up with the varmint. Unfortunately, it was the quickest way into town, so Billy went through the canyon, into town, to the store, and bought the buttermilk his mama needed. And then he went walkin' on home, singing:

Refrain: "Buttermilk biscuits and rattlesnake gravy.
Buttermilk biscuits and rattlesnake gravy."

From his home on that high rock, that big, old rattlesnake heard Billy walking and singing through the canyon. And before Billy could blink an eye, that rattlesnake jumped off his rock and swallered him whole, buttermilk and all, lickety split!

When Billy did not return home in a timely manner, Mama said, "Betty Jo, would you run on down to the store and find out what's taking Billy so long?" And Betty Jo said, "Yes, Ma'am," and headed toward town.

Well, Betty Jo went through the canyon, into town, and to the. The storekeeper told her that Billy had been there already and that he probably just stopped off somewhere to play. So she headed home, singing:

Refrain: "Buttermilk biscuits and rattlesnake gravy.
Buttermilk biscuits and rattlesnake gravy."

From his home on that high rock, that big, old rattlesnake spied Betty Jo walking and singing through the canyon. And before Betty Jo could blink an eye, that rattlesnake jumped off his rock and swallered her whole, lickety split!

Back at the ranch, mama and papa waited and wondered what had happened to their young'uns. Finally, Mama said, "Papa, would you run on into town and see what's keepin' them kids?" And Papa said, "Yes, Ma'am," and headed toward town.

Papa went through the canyon, into town, and to the store. The storekeeper told Papa that the kids had already been there and probably stopped off somewhere to play. So he headed home, singing:

Refrain: "Buttermilk biscuits and rattlesnake gravy.
Buttermilk biscuits and rattlesnake gravy."

From his home on that high rock, that big, old rattlesnake spied Papa walking and singing through the canyon. And before Papa could blink an eye, that rattlesnake jumped off his rock and swallered him whole, lickety split!

All this time Mama was back at the ranch getting' antsy. Where were her young'uns? Where was Papa? Where was her buttermilk? When Papa didn't arrive home in a timely manner with the children, Mama set off riding Hit the Trail. She rode through the canyon, into town, and to the store. The storekeeper told her that her family had been there but had probably stopped along the way to play. Mama and Hit the Trail started back home through the canyon, singing:

Refrain: "Buttermilk biscuits and rattlesnake gravy.
Buttermilk biscuits and rattlesnake gravy."

Now, as they were travelling through the canyon, Hit the Trail, he heard a hissing sound. He looked up and there on a high rock was that big, mean rattlesnake. It had a big ol' belly and a smile on its face. Suddenly that snake jumped off the rock and was gonna swallow Mama and Hit the Trail! But Hit the Trail saw him comin' and reared up and leaped aside. Luckily, that big old rattlesnake missed them and hit the canyon floor so hard that it busted open! And do you know what happened next?

BEST COPY AVAILABLE

Why, out came Billy, Betty Jo, Papa, and the buttermilk, all safe and sound, cause remember, that snake had swallowed them whole!

Mama and Papa grabbed up Billy and Betty Jo and they all climbed up onto Hit the Trail and high-tailed it on out of that canyon until they arrived home, safe and sound, with Mama's buttermilk! To celebrate, Mama mixed up the biggest batch of buttermilk biscuits and rattlesnake gravy Texas has ever seen! So much, in fact, that Mama invited all her neighbors over to enjoy her famous buttermilk biscuits and rattlesnake gravy!

Lickety split, lickety splout, this snake tale's told out!

## GAMES AND ACTIVITIES

### LITTLE SALLY WALKER

(This is an African-American rhyme. Form a ring with "Sally" sitting in the center. Sing or chant the poem while "Sally" acts out the words. Whoever she looks at as she sings the last line takes her place.)

Little Sally Walker
Sitting in a saucer
Weeping in the morning
For her daughter
Rise Sally rise
Wipe your eyes
Look to the east
Look to the west
And look to the one
You love the best.

## CRAFT

### FANCY COWGIRL/COWBOY BOOTS

Materials

Boot pattern at the end of this chapter
Construction paper
Stickers
Glue
Colored markers
Tape

Directions

Make copies of the boot pattern, glue them onto construction paper, and cut them out. Each child colors and decorates four copies of the boot, decorates them with colored markers and stickers, and tapes one to each side of their shoes.

## GUEST SPEAKERS

Invite women with various occupations to tell the children about their work.

## MUSICAL RECORDING

"Clementine" on *Wee Sing Sing-Alongs* by Pamela Conn Beall and Susan Hagen Nipp.

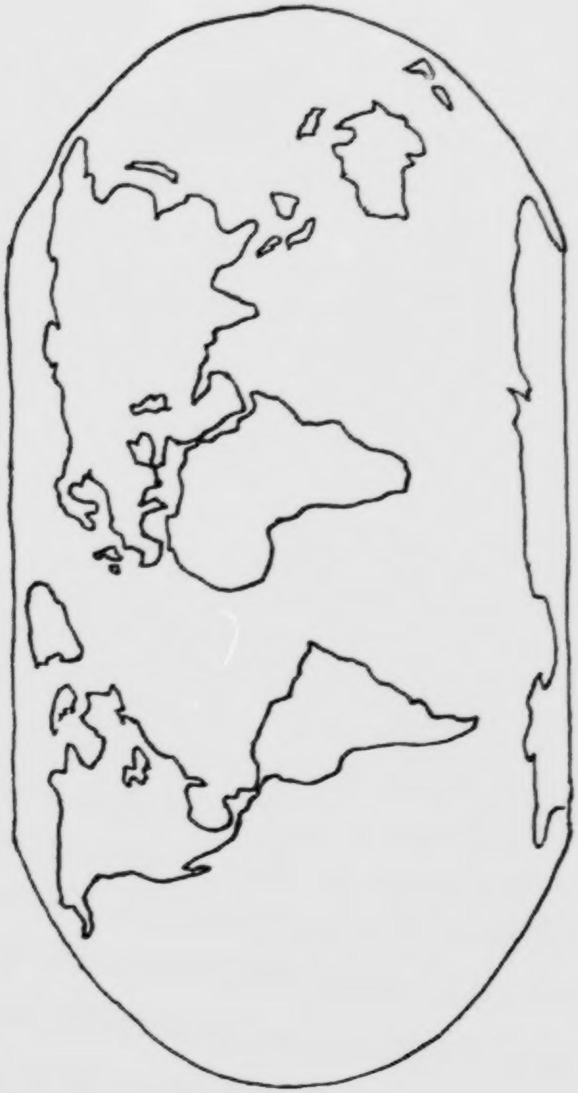
## VIDEO

*Annie Oakley.* (30 minutes)
*The Patchwork Quilt.* (30 minutes)

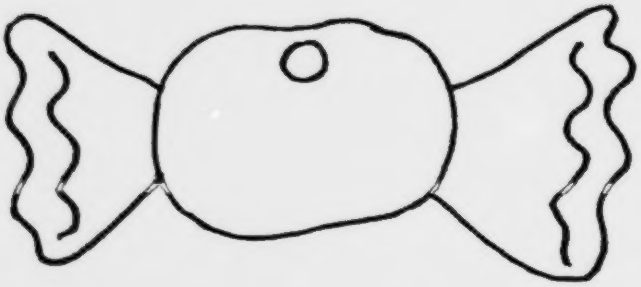
## PROFESSIONAL RESOURCE

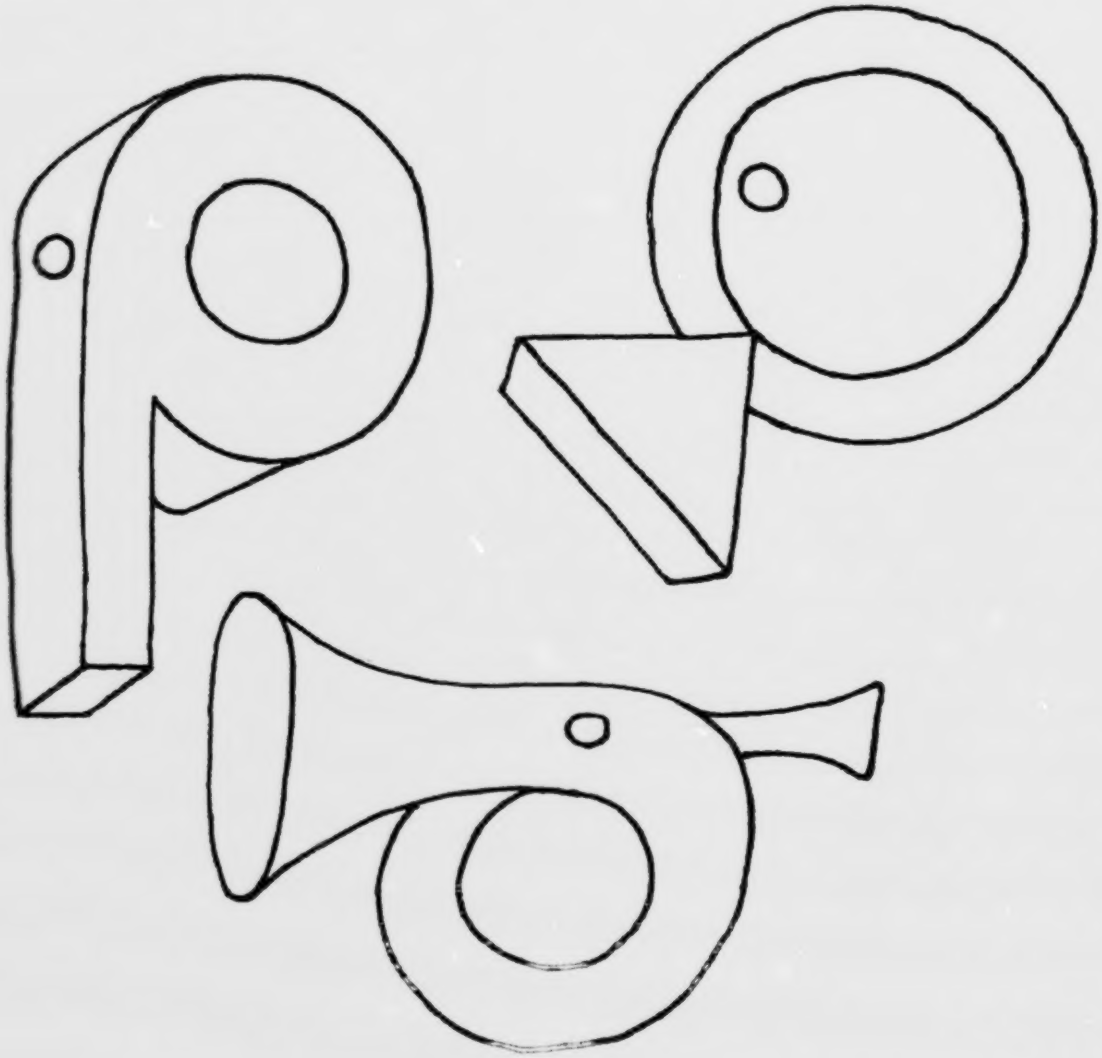
*Texas Women Who Dared to Be First* by Jean Flynn.

# PATTERN OF THE WORLD

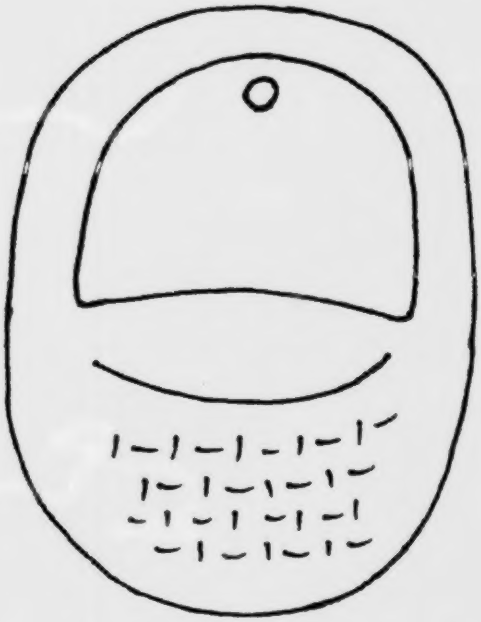


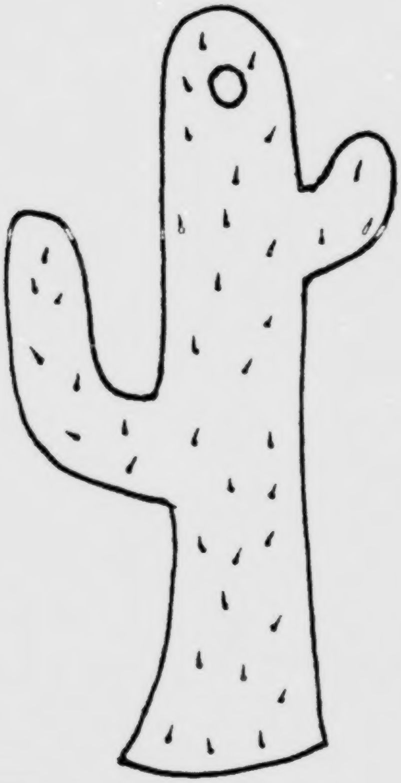
# FIESTA MOBILE

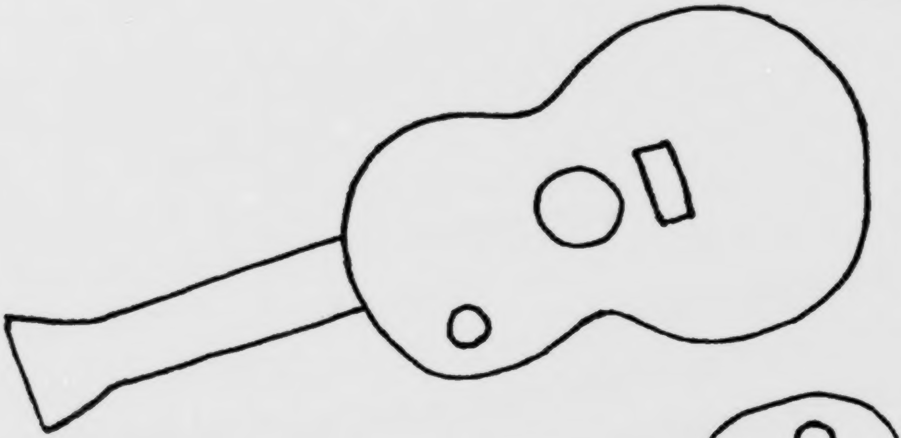


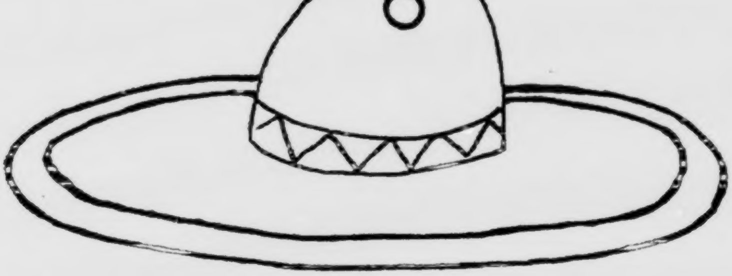


# FIESTA MOBILE

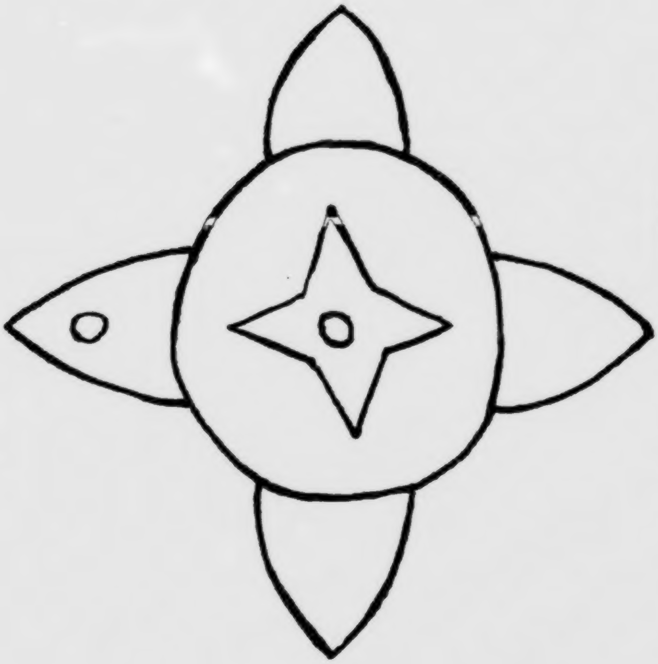


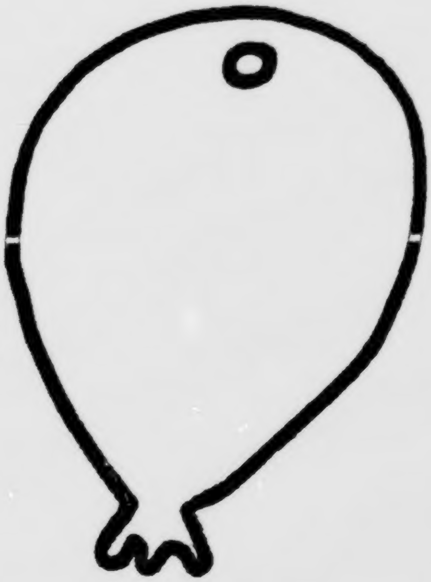




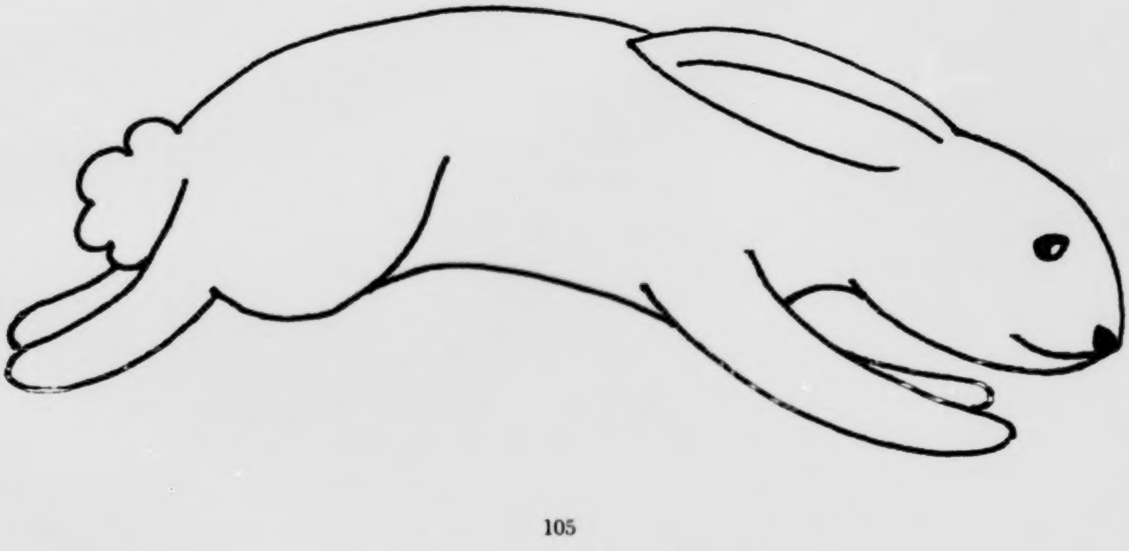


# FIESTA MOBILE

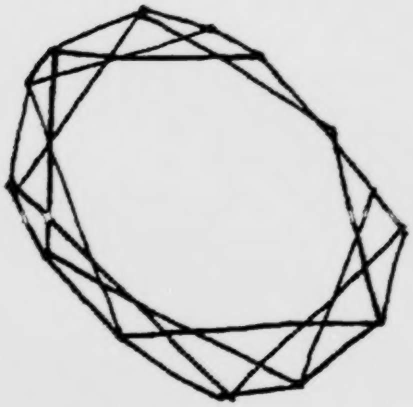


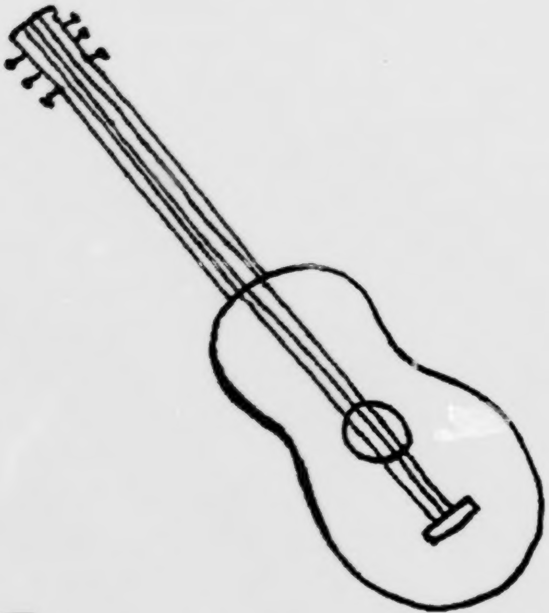


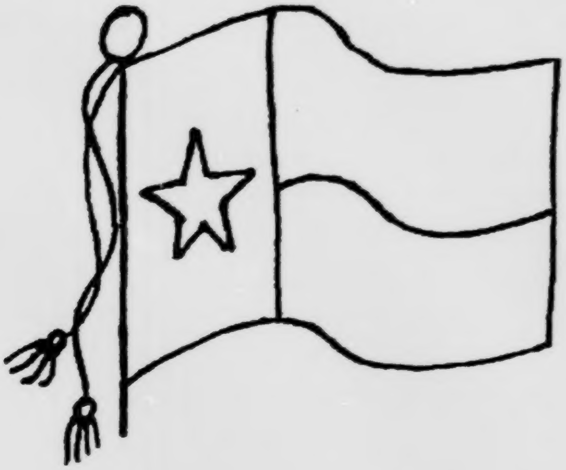
# JACKRABBIT STICK PUPPET

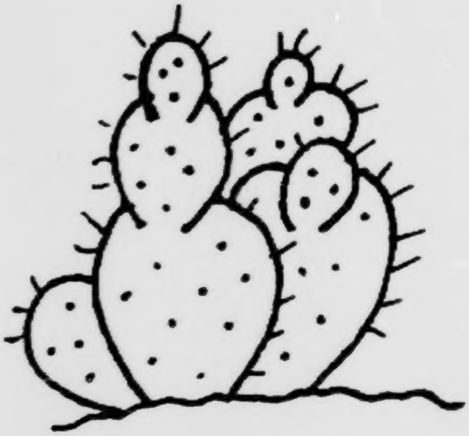


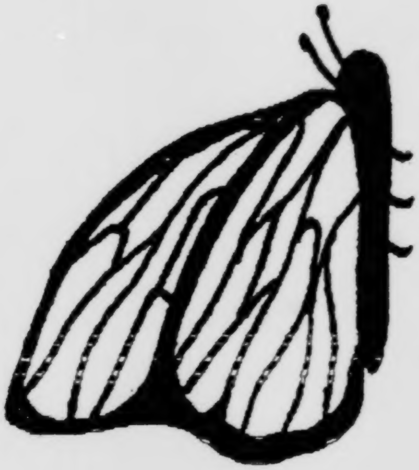
# TEXAS SYMBOLS MATCHING GAME



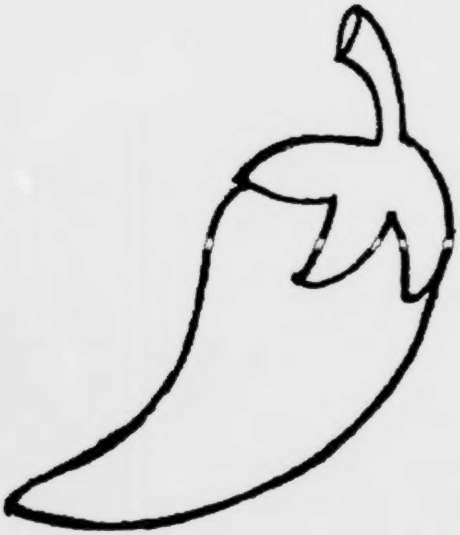


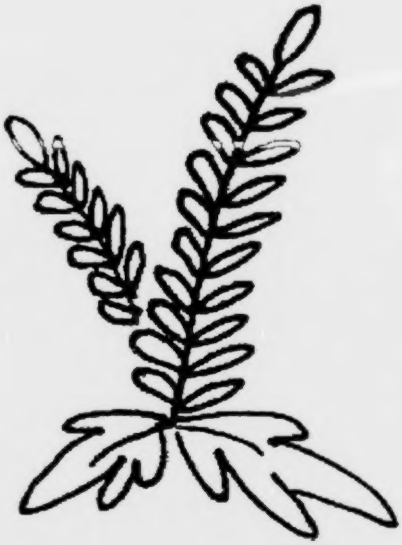


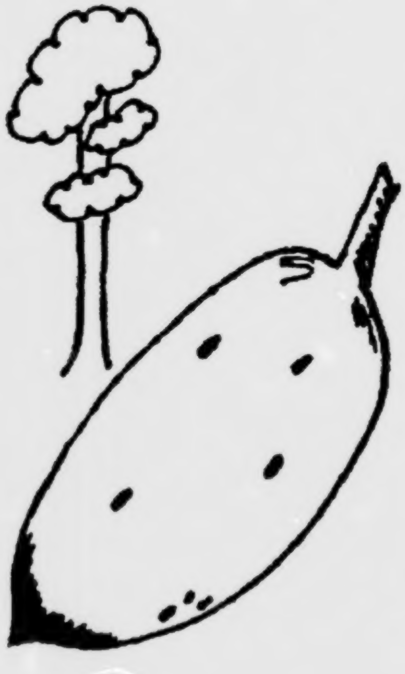


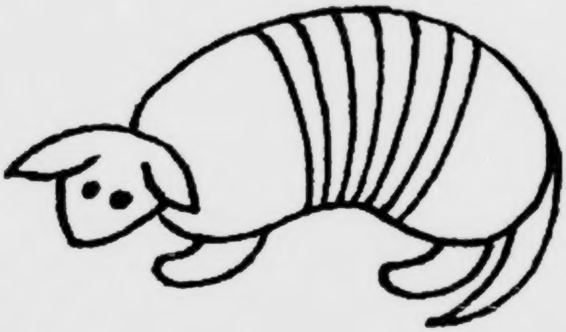


# TEXAS SYMBOLS

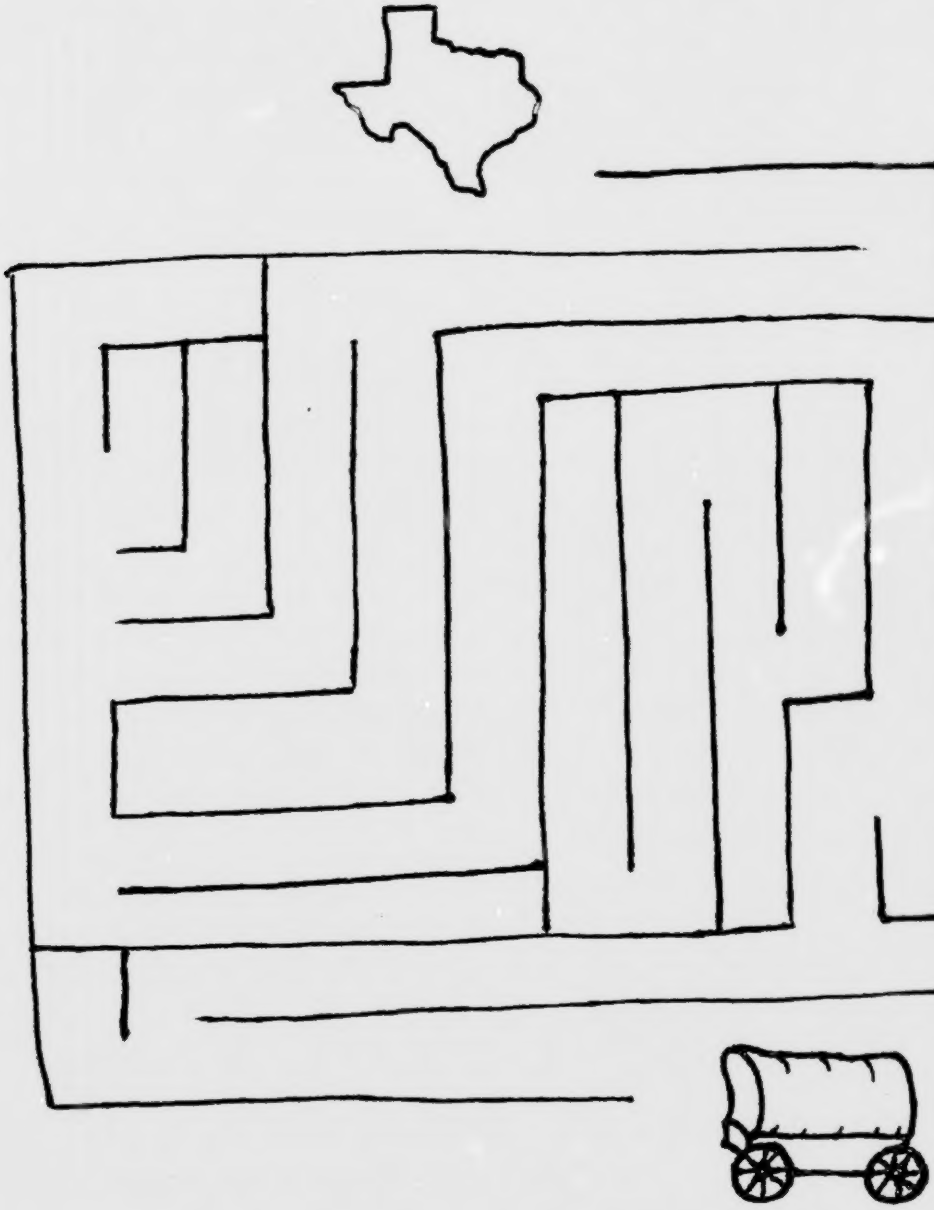




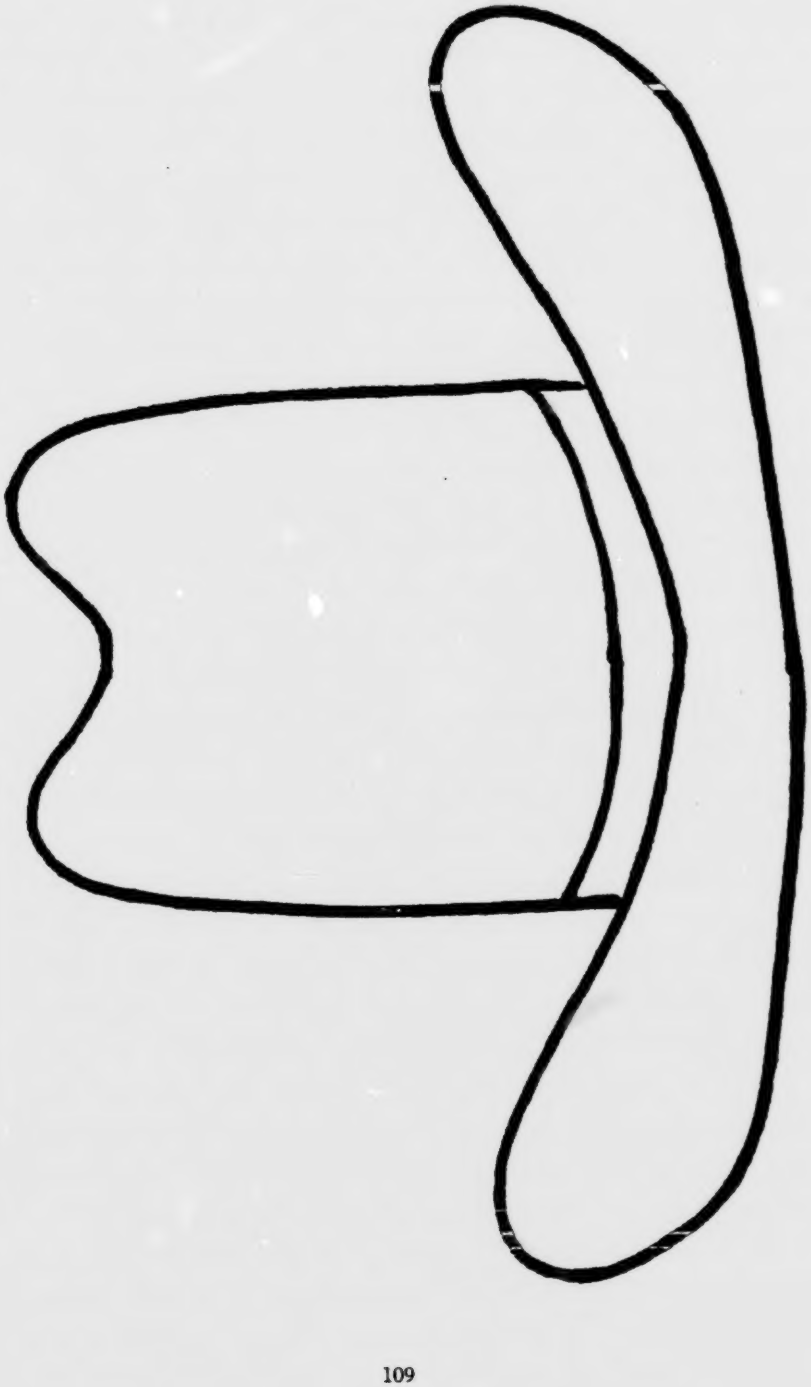




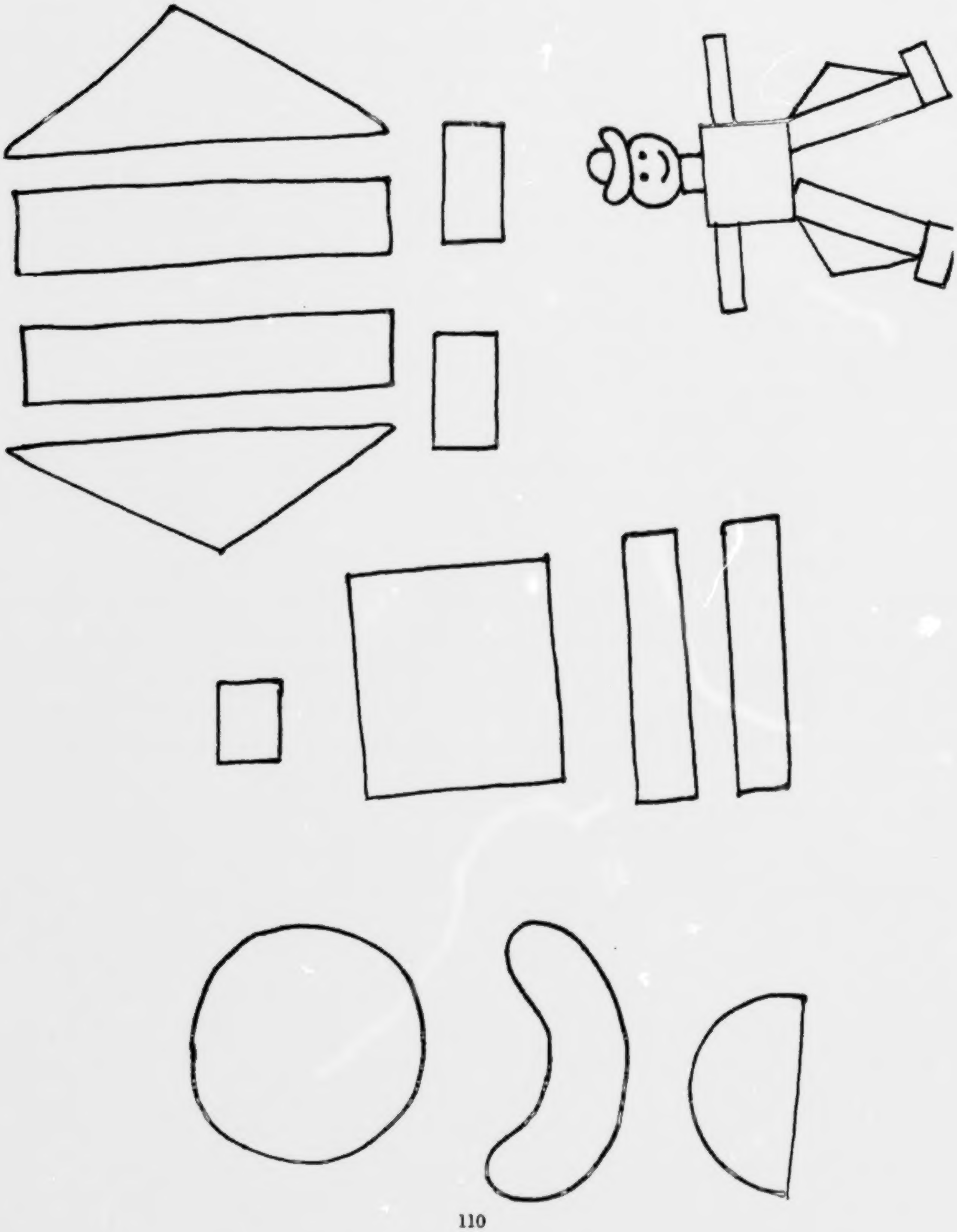
# WHERE IS TEXAS? MAZE



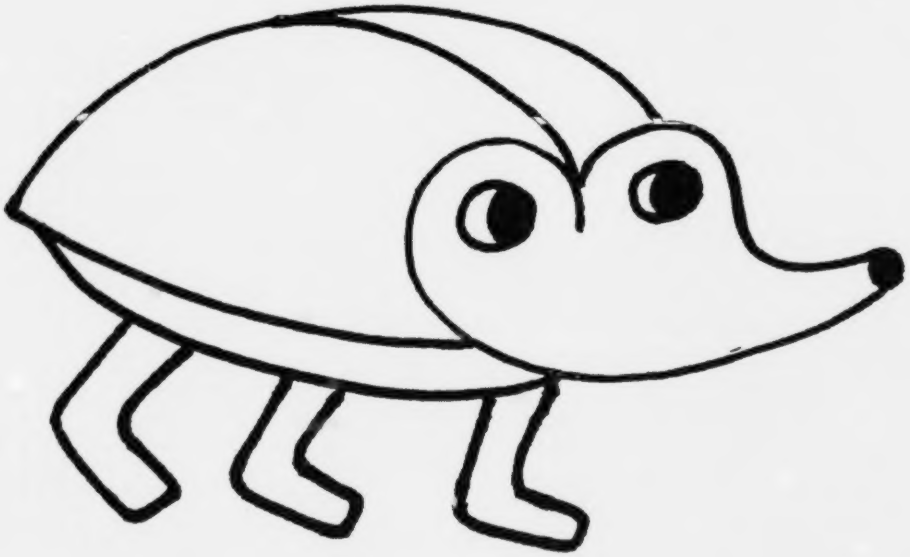
# FANCY COWGIRL/COWBOY HAT MAGNET

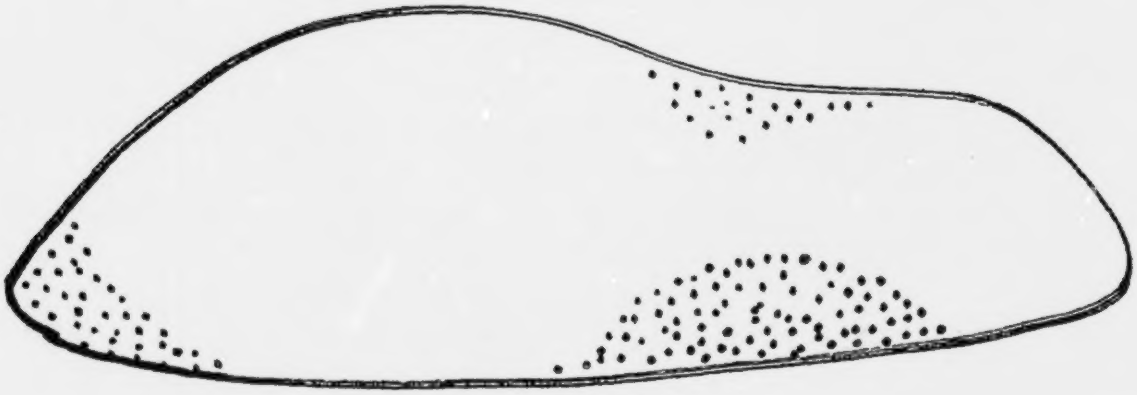


# PUT THE COWBOY TOGETHER

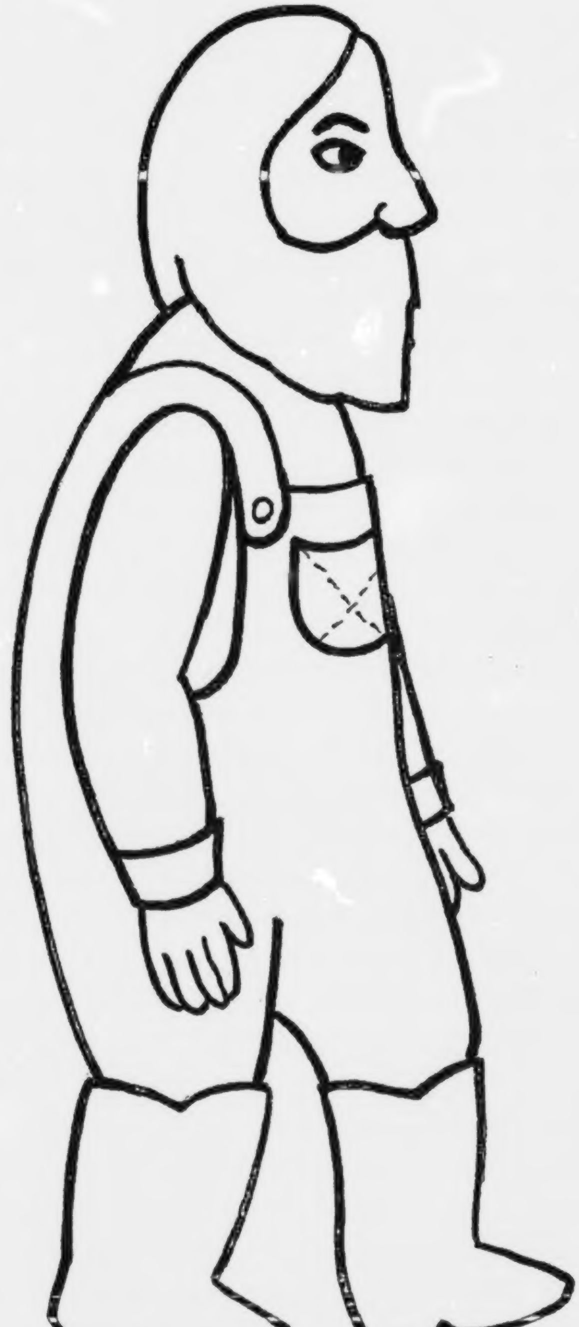


# BALLAD OF THE BOLL WEEVIL

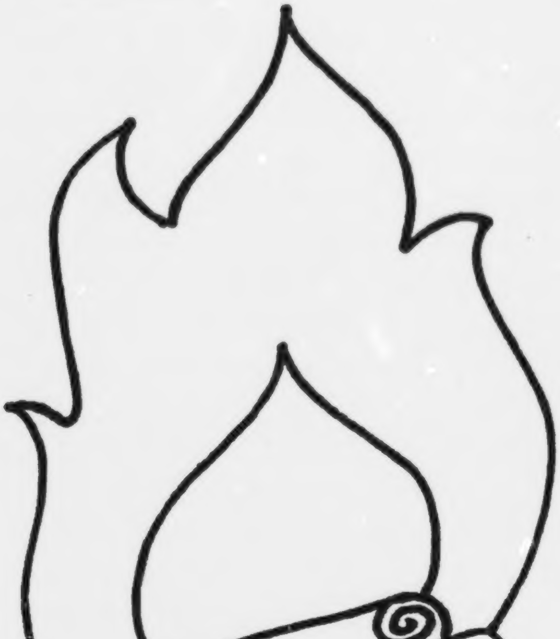




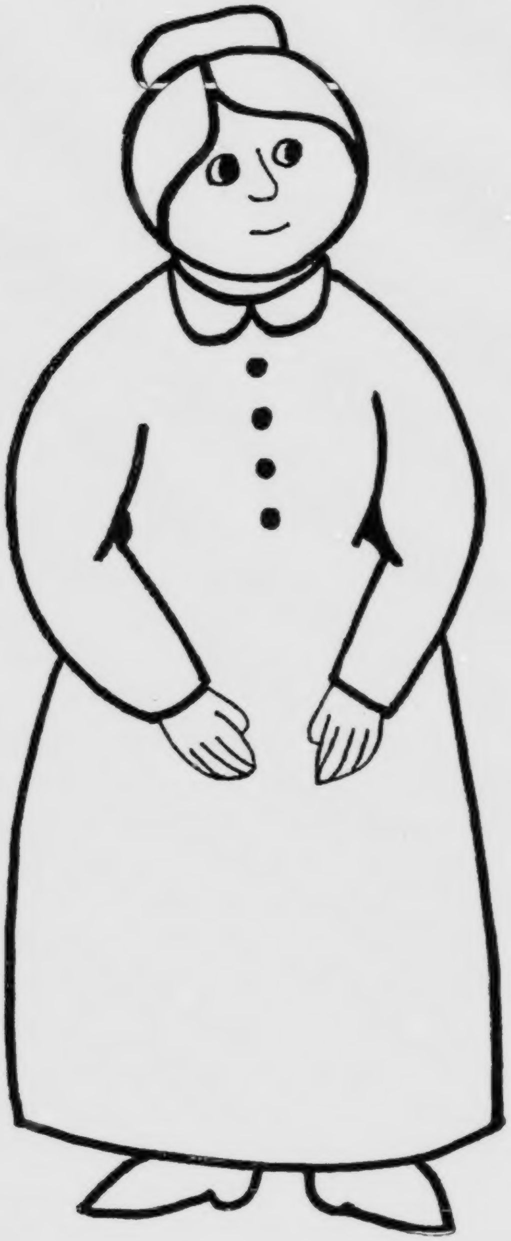
# BALLAD OF THE BOLL WEEVIL



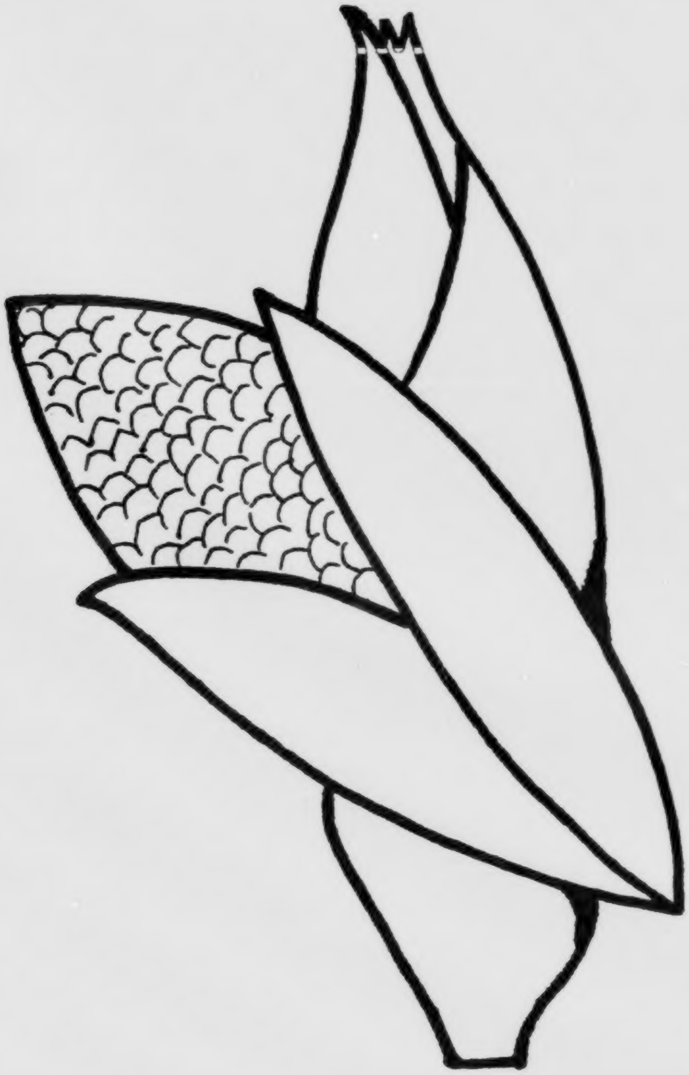
# BALLAD OF THE BOLL WEEVIL



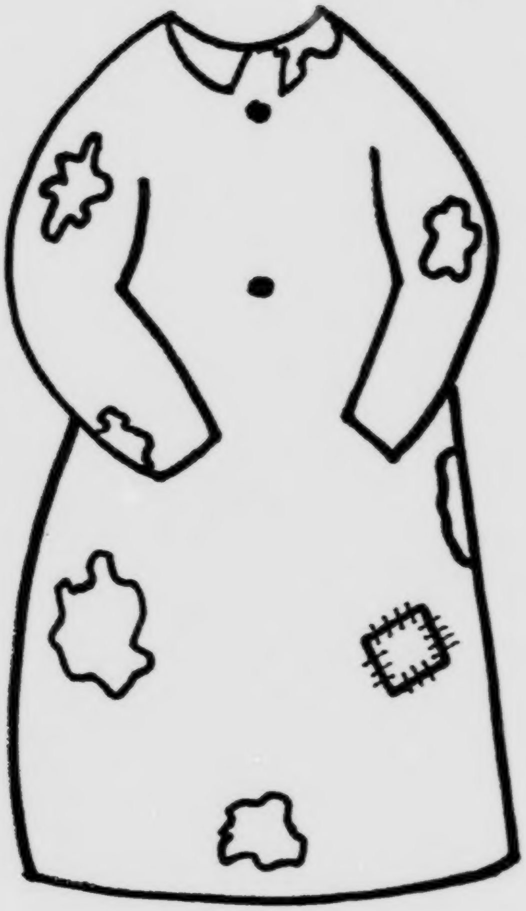
# BALLAD OF THE BOLL WEEVIL



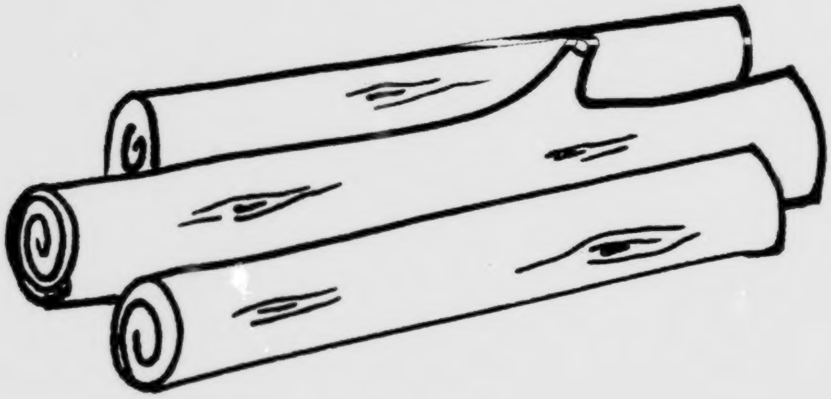
# BALLAD OF THE BOLL WEEVIL

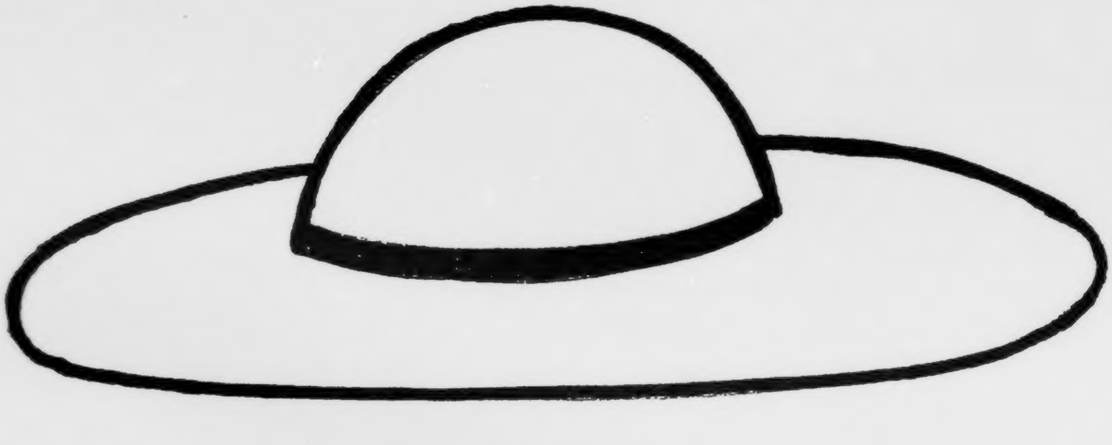


# BALLAD OF THE BOLL WEEVIL

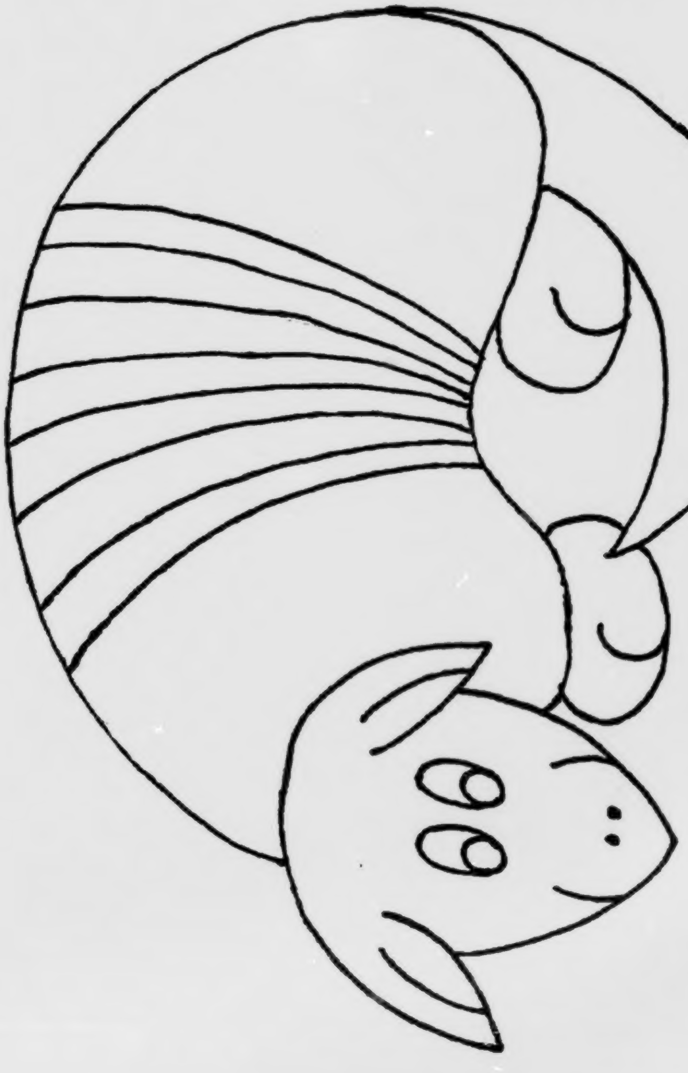


# BALLAD OF THE BOLL WEEVIL

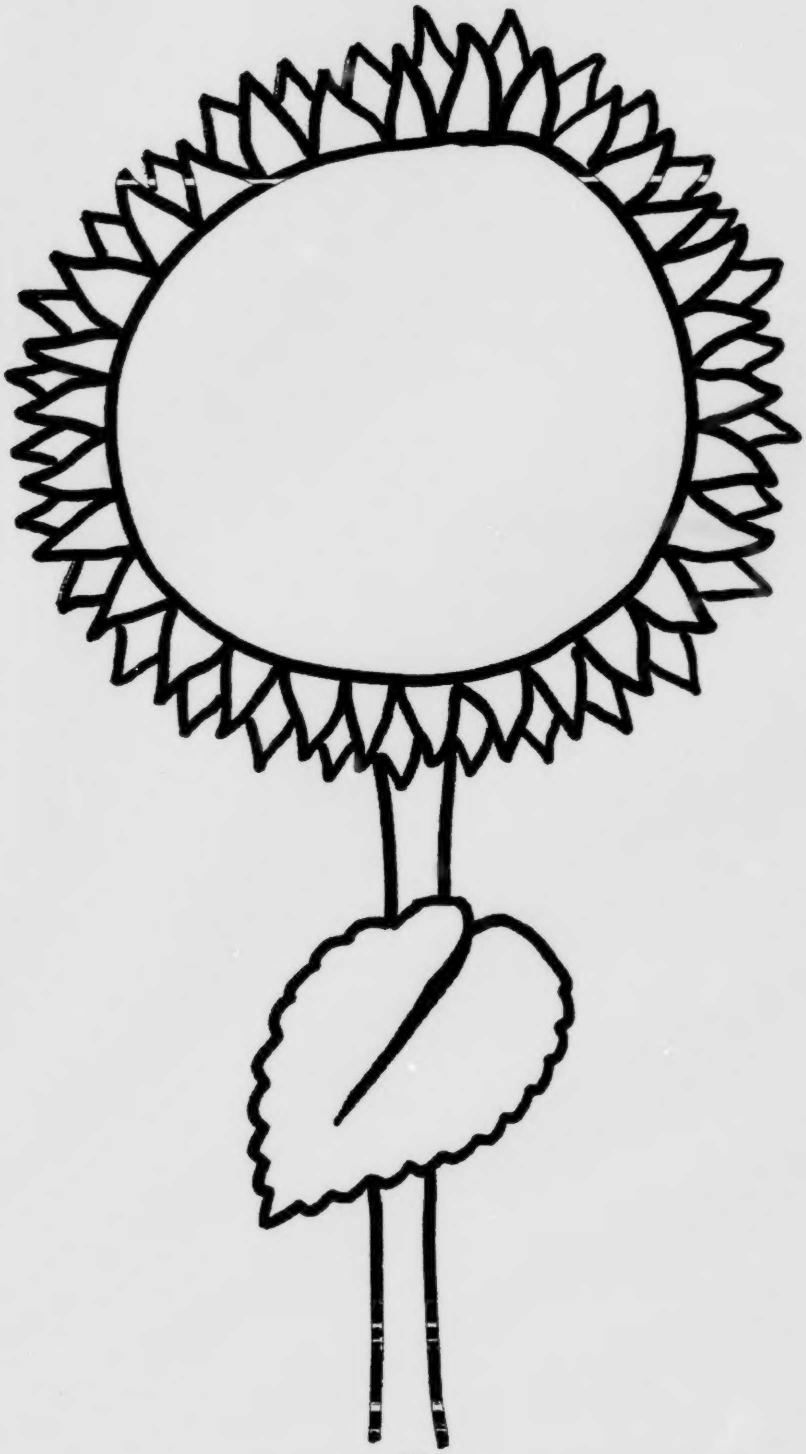




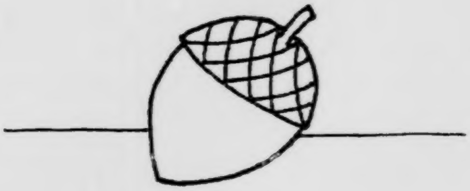
# ARMADILLO MAGNET



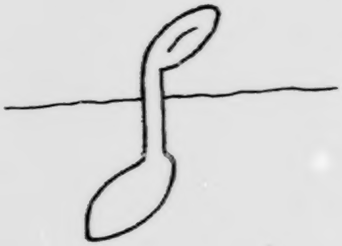
# TEXAS SUNFLOWER



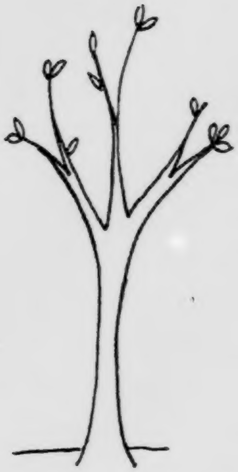
# LIFE CYCLE OF THE OAK TREE



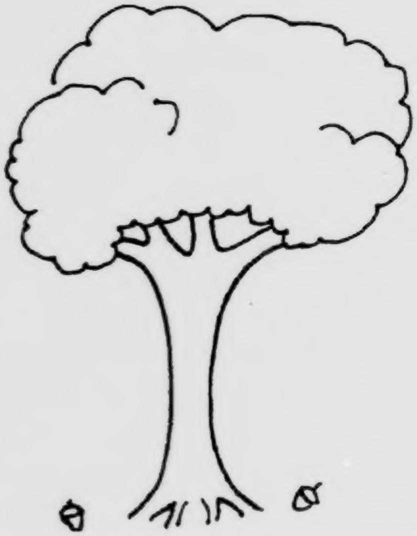
Acorn



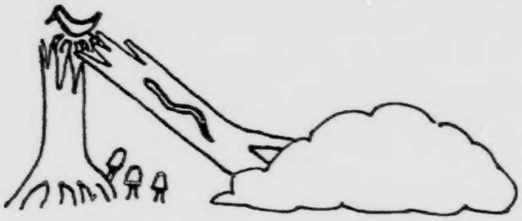
Seedling



Sapling

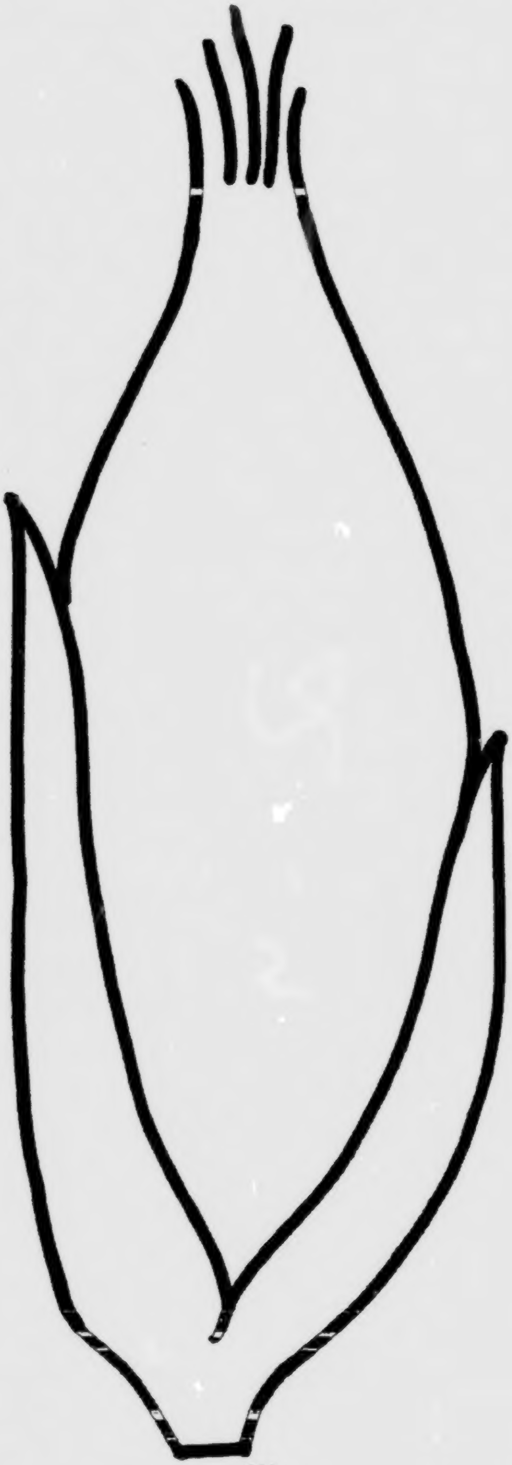


Adult Tree

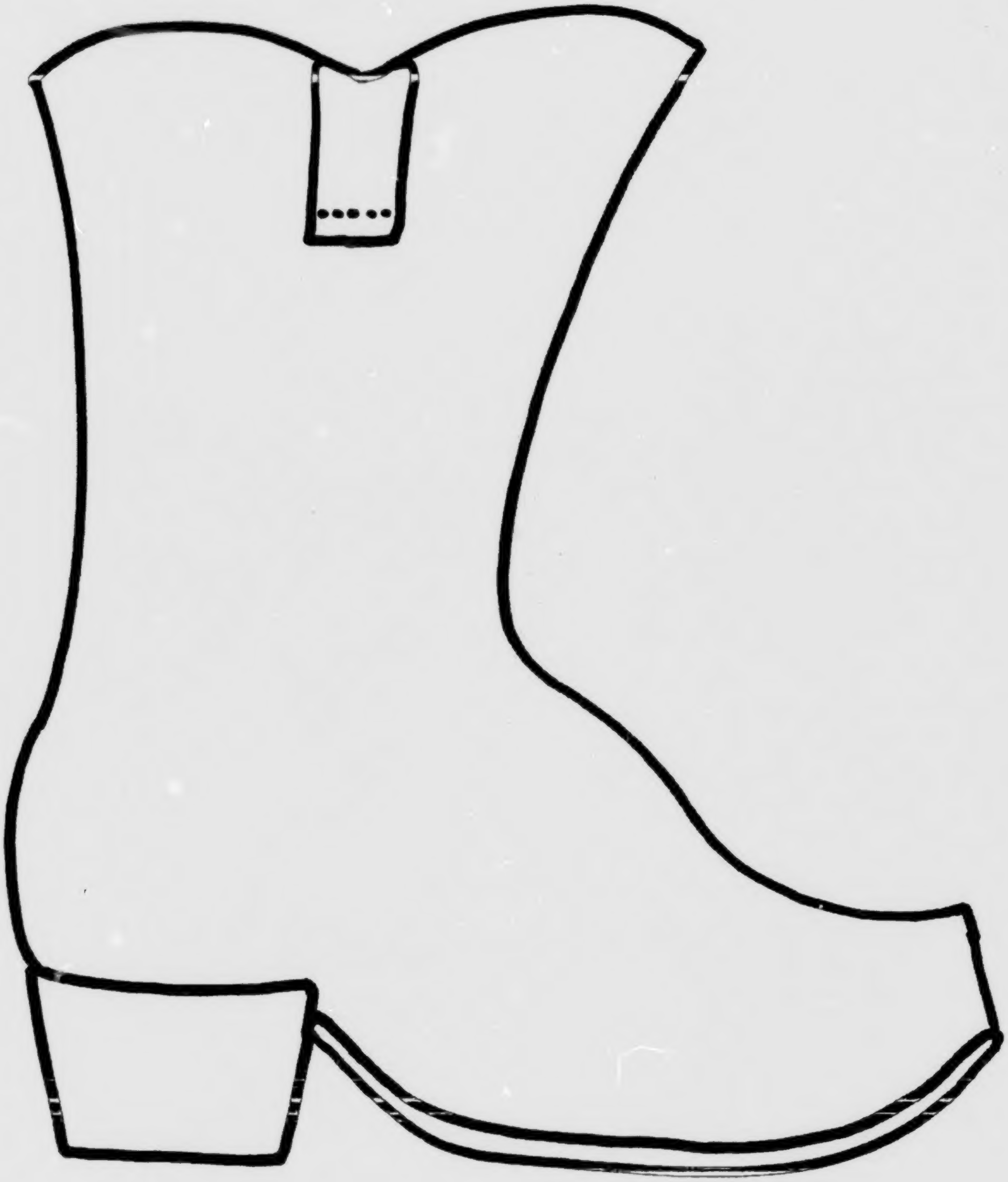


Dead Tree

# 3-D CORN



# FANCY COWGIRL/COWBOY BOOTS



READ
ACROSS
TEXAS!
ELEMENTARY
PROGRAMS

BEST COPY AVAILABLE

# READ ACROSS TEXAS!

## ELEMENTARY SCHOOL PROGRAMS

BY GAYLE TRAVIS

## TEXAS WILDLIFE: CRITTERS AND FLITTERS

## BOOKS TO SHARE

*Armadillo Ray* by John Beifuss.
*Coyote: A Trickster Tale from the American Southwest* by Gerald McDermott.
*Showdown at Lonesome Pellet* by Paul Ratz de Tagyos.
*Tumbleweed Stew* by Susan Stevens Crummel.

## BOOKS TO SHOW OR BOOKTALK

*The Alamo Cat* by Rita Kerr.
*Buffalo Hunt* by Russell Freedman.
*Learn About Texas Dinosaurs* by Georg Zappler.
*Whooping Cranes* by Karen Dudley.
*Wild Dogs: Wolves, Coyotes, and Foxes* by Deborah Hodge.

## BULLETIN BOARD

### TEXAS ANIMAL HABITATS

Copy and color animals on the web site, *Color Texas Animals* at www.tpwd.state.tx.us/adv/kidspage/colorpic.htm. Place a large map of Texas on the bulletin board and attach the animals in some of the areas of the State in which they live.

## DISPLAY

### ANIMAL TRACKS

Choose various Texas animals or animal tracks. Let them represent the various age groups participating in the Texas Reading Club. For example, a jackrabbit could represent 8-year-olds, and a roadrunner could represent 9-year-olds. Add animals or tracks onto the bulletin board or wall to display their reading progress. Each animal or track may represent the number of hours or books read or the number of children participating.

## SONG

### OLD MCDONALD

Sing *Old McDonald* and substitute Texas animals such as armadillos, turkeys, eagles, mountain lions, foxes, wood ducks, owls, and rattlesnakes.

## READER'S THEATER

### ARMANDO THE AWKWARD ARMADILLO

Let the children read, "Armando the Awkward Armadillo" from the chapter in this manual entitled, "Puppet Plays, Stories, and Reader's Theater Scripts."

## CRAFTS

### TEXAS ANIMAL PUPPETS

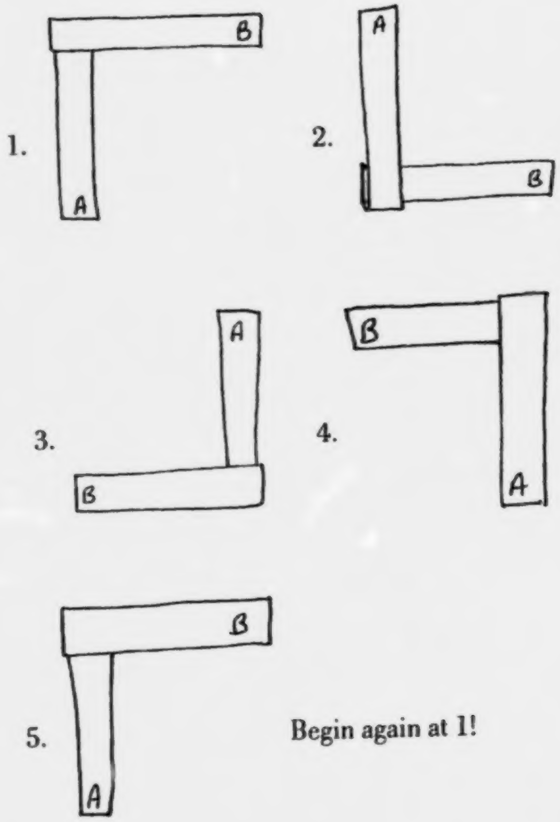
Make puppets of various Texas animals. Patterns for puppets may be found in *Lions, and Tigers, and Books-Oh My!: Program Guide for the Texas Reading Club 1993* by Wadham, Tim.

### FOLD'EM SNAKES

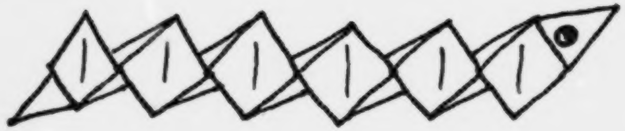
Materials
- Paper
- Glue
- Bead (optional)
- Wiggley eyes (optional)

Directions

Cut strips of paper ½ inch wide and 8 ½ inches or longer. Overlap the ends of the paper and glue them together. Fold the strips of paper alternately across each other as shown in the illustration. Glue the last 2 folds together. Glue a 1-inch triangle to one end for the snake's head. A bead on a string can be glued to the tail to make a rattle. Draw eyes with markers or glue on wiggley eyes.



Begin again at 1!



### Build a Paper Birdhouse

Materials

- Birdhouse pattern
- Colored Paper
- Glue
- Scissors
- String

Directions

Copy the birdhouse pattern at the end of this chapter. Children glue it onto the colored paper, cut it out, and fold all the tabs on the thin lines to the inside of the birdhouse. Next, fold on the other thin lines, tape or glue the tabs securely, and tie a string to it to hang the paper birdhouse.

## Games and Activities

### Coyote Stories

Tell coyote stories from the Native American tradition such as those in *Coyote and Native American Folk Tales* by Joe Hayes.

### Animal Word Find

Distribute the animal word find puzzle provided as a handout.

## Guest Speakers

Invite a local petting zoo or animal trainer to bring some Texas animals and talk about their habitats.

## Musical Recordings

*Birds, Beasts, Bugs and Fishes* by Pete Seeger.

## Videos

*Birding Texas.* (37 minutes)

*Fox Went Out on a Chilly Night.* (8 minutes)

## Web Sites

All About Texas Animals
http://angela-m.home.texas.net/txanimals.htm

Color Texas Animals
www.tpwd.state.tx.us/adv/kidspage/colorpic.htm

## Professional Resources

*Birding Texas with Children* by Evault "Bosie" Boswell.

*Coyote & Native American Folk Tales* by Joe Hayes.

*Learn about Texas Birds* by Mark W. Lockwood.

*Lone Star Menagerie: Adventures with Texas Wildlife* by Jim Harris.

*Texas Toys and Games* by Francis Edward Abernathy.

# Texas Cowboys:
# Ridem' Cowpoke

## Books to Share

*Cowboy Country* by Ann Herbert Scott.

*Cowboys: Roundup on an American Ranch* by Joan Anderson.

*Home on the Range: Cowboy Poetry* by Paul Janeczko.

*Rats on the Range* by James Marshall.

*Vaqueros* by James Rice.

## BOOKS TO SHOW OR BOOKTALK

*Anthony Reynoso: Born to Rope* by Martha Cooper.
*Cowboy Charlie: The Story of Charles M. Russell* by Jeanette Winter.
*Cowboy Cooking* by Mary Gunderson.
*Cowboys for the Wild West* by Russell Freedman.
*Jo and the Bandit* by Willo Davis Roberts.
*Stick and Whittle* by Sid Hite.

## BULLETIN BOARD

### RIDE THE RIDING TRAIL

Draw a map of streets in your community with a trail of horseshoes, cowboy boot prints, or animal tracks on the streets leading to the library. Surround it with drawings of cowboy hats and boots.

## DISPLAY CASE

### KNOTS AND WIRE

Arrange various types of barbed wire and knots along and cowboy regalia such as a saddle, bridle, boots, hat, etc. in a display case.

## SONGS

Many of the cowboy songs sound alike. They were often about loneliness and working on the open range. Mournful or sad tunes had a soothing effect on cattle and made them easier to control. Sing some of these popular cowboy songs or play recordings of them: "Home on The Range," "Skip to My Lou," "She'll Be Comin' 'Round the Mountain," and "Get Along Little Dogies." Words to cowboy songs may be found at http://lonehand.com/cowboy_songs.htm.

## CRAFTS

### RANCH BRANDS

Create brands for a ranch, taking into consideration last names and family characteristics. Use rope or yarn on a board or construction paper. Examples of brands may be found on the Brand Match game sheet at the end of this chapter and also on the Cowboy Showcase web site at www.cowboyshowcase.com/brands.htm. Additional samples can also be found on page 177 of *Once Upon a Planet: Program Guide for the Texas Reading Club, 1995* by Gayle A. Travis.

### VAQUERO PANTENE PUPPET

**Materials**

Copies of vaquero pattern at the end of this chapter
Brass fasteners
Construction paper or card stock
Colors

**Directions**

Copy the pantene puppet patterns onto card stock, or copy them onto regular paper and cut them out and glue them to construction paper and cut them out again. Let the children assemble the parts with brass fasteners, color them, and play with their puppets.

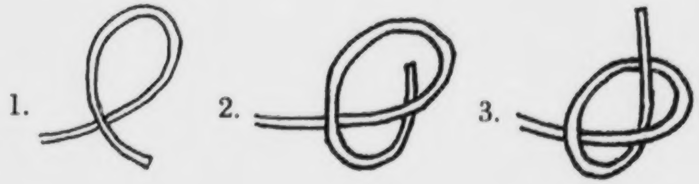
# GAMES AND ACTIVITIES

## KNOT TYING DEMONSTRATION

Demonstrate how to do a variety of knots. Directions are given in a Boy Scout or Girl Scout Handbook or in most comprehensive camping books. Give each child two 10-inch pieces of rope and a stick and let them learn the knots as directed. Some basic knots are below.

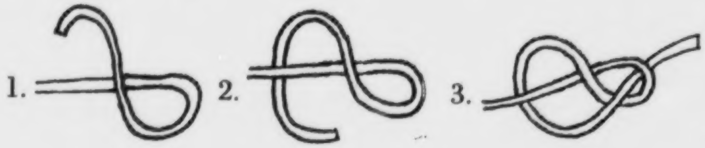
### Overhand Knot

1. Pass the end of the rope over the standing part to create a loop.
2. Take the end down over the standing part and under the loop.
3. Continue by bringing the end of the rope up through the loop.
4. Pull tight



### Figure Eight Knot

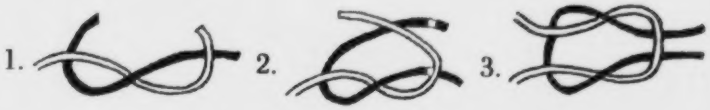
1. Pass the end of the rope over the standing part.
2. Take the end under the standing part away from the loop.
3. Bring the end of the rope back over itself towards the loop.
4. Pass the end down through the loop.
5. Pull tight.



### Square Knot

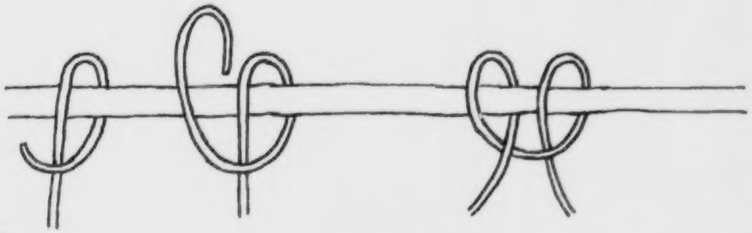
A square knot is used to join together two ropes of equal size or the ends of a rope.

1. Cross the right rope over the left rope and tuck under.
2. Cross the left rope over the right rope and tuck under.
3. Pull tight.



### Clove Hitch Knot

1. Pass the end of the rope over the stick and back round and crossing over its own standing part.
2. Continue by passing the end over the stick again creating a loop.
3. Pass the end right round the stick.
4. Bring the end back through the loop that is formed.
5. Pull tight.



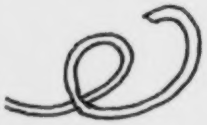
BEST COPY AVAILABLE

**Bowline Knot**

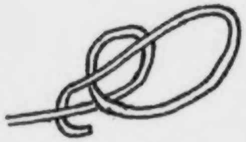
The bowline knot forms a loop that will not slip, but unties easily.

1. Measure off the size of loop required and create a small loop in the standing part of the rope by passing the end over the standing part.
2. Bring the end of the rope up through the small loop and around the back of the standing part.
3. Continue by passing the end of the rope back down through the small loop.
4. Pull tight.

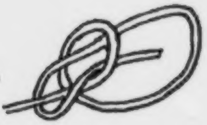
1.



2.



3.

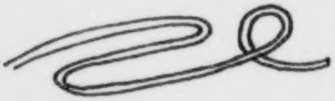


**Sheep Shank**

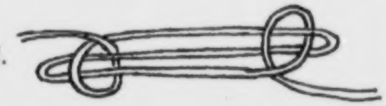
A Sheep Shank is used to shorten a rope.

1. Shorten the rope to the required length by creating two uncrossed loops somewhere along its length.
2. Form a small loop in one end of the rope by passing the end under the standing part.
3. Past the "loop" through the real loop that is formed.
4. Form a similar loop at the other end.
5. Pass the other "loop" through the newly created loop and pull tight on both standing parts.

1.



2.



## COWBOY TALK

Teach the children some of the cowboy sayings below or create a handout and let them match the phrases with their meaning.

Mad as a peeled rattler *(Very angry)*
All horns and rattles *(Very angry)*
Barkin' at a knot *(Wasting your time, trying to do something useless)*
Doesn't use up all his kindlin' to make a fire *(Someone who doesn't waste words on small talk)*
Don't go wakin' snakes *(Don't start trouble)*
Above my huckleberry *(Too hard for me to do)*
Choker holes *(Doughnuts)*
Father the herd *(To bed down for the night)*
Grabbin' the apple *(Holding on to the saddle horn on a bucking horse)*
Hit the rail *(To travel or to leave)*
Kissed the ground *(Thrown from a horse)*
Load of hay on his skull *(Man with long hair)*
Pack the mail *(To ride fast)*
Rustler's pneumonia *(Cold feet, cowardly)*
Snorter *(Excitable horse)*
Talk like a Texan *(To boast of one's work or accomplishments)*
Wild willow West *(Dude ranch)*
Well, I swan! *(Exclamation of wonder)*

## RODEO CLOWNS

Bring face paint, oversized clothes, old hats, and colorful flowers. Let the children dress up as rodeo clowns and paint their faces. Invite them to entertain the younger children at storytime and to work together to create routines to entertain the children. If any of them juggle, dance, or perform acrobatics, invite them to do so in their costumes.

## Programs and Guest Speakers

Invite a working cowboy, preferably one who knows how to rope, to bring cowboy gear and tell the children about a cowboy's life.

Invite a cowboy poet to entertain the children.

## Musical Recordings

*Country for Kids (Vol. 1-3)* by various artists.
*Country Music for Kids* by various artists.

## Videos

*American Cowboy.* (16 minutes)
*El Gaucho Goofy.* (8 minutes)

## Web Sites

Cowboy Poetry
www.geocities.com/rodnichols.geo/cowboy.html

The Cowboy Showcase
www.cowboyshowcase.com/

Digital Horseman
www.digitalhorseman.com/l-nav.htm

Hank the Cowdog
www.hankthecowdog.com

Horse-Guides Free Horse Related Articles
www.horse-guide.com/

Information About Horses
www.geocities.com/Athens/Agora/1590

## Professional Resources

*An Album of the American Cowboy* by John Williams Malone.
*Texas Folk Songs* by William A. Owens.
*Wild West Days* by David C. King.

# Texas Culture and Customs: What Makes Texas Texas

## Books to Share

*Chato y cena* by Gary Soto.
*Family Pictures* by Carmen Lomas Garza.
*The Piñata Maker – El piñatero* by George Ancona.
*Tailypo: A New Fangled Tale* by Angela Shelf Medearis.
*The Zebra-Riding Cowboy* by Angela Shelf Medearis.

## Books to Show or Booktalk

*Jubilee Journey* by Carolyn Meyer.
*Juneteenth: Freedom Day* by Muriel Miller Branch.
*Piñatas and Paper Flowers: Holidays of the Americas in English and Spanish* by Lila Perl.
*Texas Traditions: The Culture of the Lone Star State* by Robyn Montana Turner.

## DECORATIONS OR BULLETIN BOARD IDEAS

### TEXAS ARTISTS

Display artwork or books by Texas artists or by artists who lived in Texas such as Elisabet Ney.

### TEXAS DISPLAY

Display Texas symbols including the flag, cowboy regalia, Native American artifacts, pictures of the state flower, bird, and animal, and a model of the Alamo.

## MUSICAL RECORDINGS

*Mariachi: Folklore de Mexico* by various artists.

## CRAFTS

### CASCARONES

Cascarones are colored eggshells filled with confetti. The tradition is to crack them over another's heads.

Materials

- Egg shells
- Confetti or cut up paper
- Stickers or tape
- Markers or Paint

Directions

In advance, collect egg shells from staff and patrons. To prepare them, they must poke holes in each end of the shell of a raw egg, blow the egg into a bowl and wash the eggshells well. The eggs may be scrambled or made into omelets. The children will fill them with colorful confetti, place stickers or tape over each end, and decorate the eggs with markers. Invite them to crack them over one another's heads – outside the library! Bags of confetti are available at craft stores.

## STORYTELLING

Tell *The Zebra-Riding Cowboy* by Angela Shelf Medearis.

## GAMES AND ACTIVITIES

Copy and distribute the Texas State Symbols handout at the end of this chapter.

Play recordings of traditional country music by Texas singers and let the children make up their own Texas hoedown song.

Have a square dance.

## PROGRAMS AND GUEST SPEAKERS

Host a Juneteenth celebration at your library for Emancipation Day for African American in Texas, which occurred on June 19, 1865.

Invite a Mariachi band to play for the kids.

## VIDEOS

*McGruff Files: People Are Different But Alike.* (18 minutes)
*Reading Rainbow 51: Barn Dance.* (30 minutes)
*Reading Rainbow 85: Sophie and Lou.* (30 minutes)
*Texas Symbols.* (15 minutes)

## WEB SITES

Texas Fast Facts
www.50states.com/facts/texas.htm

Texas Music History Links
http://pw2.netcom.com/~wandaron/txmusic.html

Texas Talk
www.rice.edu/armadillo/Texas/talk.html

Virtual Texan
www.virtualtexan.com

## PROFESSIONAL RESOURCES

*Dance a While: Handbook of Folk, Square, Contra and Social Dance* by Jane Harris.
*The Only Texas Cookbook* by Linda West Eckhardt.
*Texas Traditions* by Robyn Montana Turner.

## TEXAS TALES AND FOLKLORE

### BOOKS TO SHARE

*The Bootmaker and The Elves* by Susan Lowell.
*Follow the Drinking Gourd* by Jeanette Winter.
*How the Critters Created Texas* by Francis Edward Abernathy.
*I Know and Old Texan Who Swallowed a Fly* by Donna D. Cooner.
*Sally Ann Thunder Ann Whirlwind Crockett: A Tall Tale* by Steven Kellogg.
*A Spoon for Every Bite* by Joe Hayes.

### BOOKS TO SHOW OR BOOKTALK

Best *Stories from the Texas Storytelling Festival* edited by Finley Stewart.
*Best Tales of Texas Ghosts* by Docia S. Williams.
*Dog Ghosts and Other Negro Tales* by John Mason Brewer.
*Texas Folk Songs* by William A. Owens.
*Texas Haunted Forts* by Elaine Coleman.

## SONG

Lead the children in singing, "On Top Of Old Smokey." You will find it in *Texas Folk Songs* on page 97.

## CRAFTS

### CARDBOARD WALKING DOLL

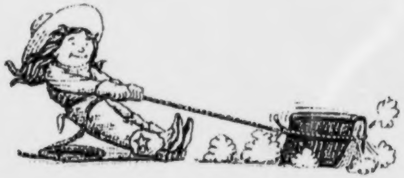
(From *Texas Toys and Games* edited by Frances Edward Abernathy)

**Materials**

Doll and shoe patterns provided in this chapter
Carboard or construction paper
Scissors
Glue
Brads

**Directions**

Copy the doll and shoe patterns provided, glue them to construction paper, and cut them out. Attach the feet to the doll with a brad. Moving the doll slightly forward or backward will create the appearance that it is walking.



### CUP AND BALL

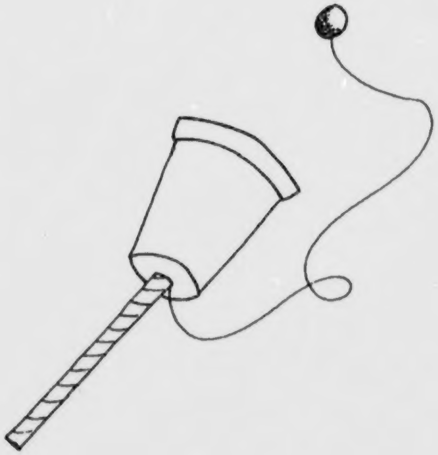
(From *Texas Toys and Games* edited by Frances Edward Abernathy)

**Materials**

- Paper cups
- Straws
- String
- Styrofoam balls

**Directions**

As shown in the illustration, poke a hole through the bottom of a paper cut and slip a straw through. Tape it so that it is secure. The straw will be used as a handle. Cut a piece of string at least twice as long as the total length of the straw and cup. Tie a foam ball to one end of a string. Tie the other end to the straw near the base of the cup. The object of the toy is to catch the ball in the cup.



## GAMES AND ACTIVITIES

### QUILT SQUARES

Use Texas quilt patterns to make a library quilt to hang in the library or raffle off to benefit the library. *The Quilt-Block History of Pioneer Days* by Mary Cobb is one useful source.

### SLUMBER PARTY

Have slumber part at the library and tell ghost stories.

### TEXAS SAYINGS AND PROVERBS

Let the children try to decipher some of these Texas sayings and proverbs from *The Best of Texas Folk and Folklore,* page 214-227. Spanish sayings and proverbs are also included in those pages.

He might as well try to eat sugar (or soup) with a knitting needle.
He does not amount to a hill of beans.
When he says, "frog," she jumps.
He sits around like a notch of a stick.
The house was seven ways for Sunday, or the house was every way for Christmas.
He's as polite as a basket of chips, or sugar wouldn't melt in his mouth.
His name is Mud.
Don't kick till you're spurred.
You can't hear your ears in this place.
This pony paces like a rocking chair.

## CREATIVE DRAMA

Read “Frog’s Gone A-Courting” and let the children act it out.

## PROGRAMS AND GUEST SPEAKERS

Tell a tall tale concerning a historical figure such as Daniel Boone, Jim Bowie, or Davy Crockett, or a character from folklore such as Pecos Bill.

Invite a storyteller tell Texas folk stories.

## VIDEOS

*American Tall Tale Heroes.* (15 minutes)
*Pecos Bill.* (30 minutes)

## WEB SITES

Folklife Scavenger Hunt Worksheet
www.main.org/tfr/cg_hunt.htm

Folklore and Folklife from the Handbook of Texas Online
www.tsha.utexas.edu/handbook/online/articles/view/FF/lyfyj.html

## PROFESSIONAL RESOURCES

*Best of Texas Folk and Folklore 1916-1954* edited by Mody C. Boatright.
*Texas Toys and Games* edited by Frances Edward Abernathy.

READ ACROSS TEXAS!
READ ACROSS TEXAS!
READ ACROSS TEXAS!
READ ACROSS TEXAS!

# WAY BACK WHEN IN TEXAS HISTORY

## BOOKS TO READ ALOUD

*A Picture Book of Davy Crockett* by David Adler.
*Susanna of the Alamo* by John Jakes.
*Zeb the Cow’s on the Roof Again!* by Scott Arbuckle.

## BOOKS TO SHOW OR BOOKTALK

*Battle of the Alamo* by Carmen Bredeson.
*I Remember the Alamo* by D. Anne Love.
*A Line in the Sand: The Alamo Diary of Lucinda Lawrence* by Sherry Garland.
*Lone Star* by Barbara Barrie.
*On The Pecos Trail* by Patrick Dearen.
*Plains Warrior: Chief Quanah Parker and the Comanches* by Albert Marrin.
*Tales from the Homeplace* by Harriet Burandt.
*Terror from the Gulf: A Hurricane in Galveston* by Martha Tannery Jones.

## BULLETIN BOARDS

### TIME LINES

Create a time line of important events that have happened in Texas history and include the founding of your library.

### WAR MEMORIAL

Create a war memorial to Texans from your hometown who died in wars from the Civil War to the present.

## CRAFTS

### PIONEER CAP

**Materials**

- 18-inch square piece of white cotton or linen fabric
- 2 pencils
- Ruler
- 12-inch piece of string
- Scissors
- Narrow satin ribbon, about ½ inch wide and 48 inches long, any color
- Optional: Compass

**Directions**

Using the illustration in this chapter as an example, instruct the children to use the 12-inch piece of string to tie the two pencils together so they are 9 inches apart. They then place one pencil in the center of the 18-inch square cloth, stretch the other pencil to the end of the string, and move the outer pencil all the way around the inner one to make a circle. Or, use a compass to draw an 18-inch diameter circle on the cloth. Children next cut out the circle and draw pencil marks all the way around the it about 1-½ inches from the edge and about 1-inch apart. They then cut a narrow slit at each pencil mark wide enough for the ribbon to slip through and run the ribbon in and out of each of the slits. The children can then place the cloth circle on their heads, slowly pull the ribbon until the cap fits snuggly, and tie the ends of the ribbon in a bow.

## READER'S THEATER

### TIME WARP ALAMO

Let the children read "Time Warp Alamo" from the chapter in this manual entitled, "Puppet Plays, Stories, and Reader's Theater Scripts."

### SOUNDS OF THE TIME

Write a reader's theater script for the children to perform based on *Voices of the Alamo* by Sherry Garland.

## CREATIVE DRAMATICS

### HISTORICAL REENACTMENT

Have the kids create and perform a play about an historical Texas Event such as the Battle of the Alamo, the 2001 Presidential Election, the kidnapping of Cynthia Ann Parker in 1836, a Dallas Cowboys Super Bowl Game, or the 1900 Hurricane in Galveston.

## STORYTELLING

### BABE OF THE ALAMO

Tell "Babe of the Alamo" from the chapter in this manual entitled, "Puppet Plays, Stories, and Reader's Theater Scripts."

## GAMES AND ACTIVITIES

### SIX FLAGS OVER TEXAS

Bring out books that show the six flags over Texas. Let the children draw or create them using construction paper or crayons. The six flags over Texas are: the United States, the Republic of Texas, Spain, Mexico, France, and the Confederacy.

### ALAMO MODEL

Let the children make a model of the Alamo using craft sticks, popsicle sticks, or clay.

### ALAMO DIARIES

Have the kids write journal entries as if they were at the Alamo during the battle.

### LINE IN THE SAND

Use masking tape to "draw a line in the sand" with all the kids on one side. Ask questions and a have them cross over if they agree or would do a suggested action. Questions concern historical events with question such as, "Would you stay at the Alamo?" Or, they might explore values with questions such as, "Would you steal food to feed your family if they were starving?"

### ALAMO REUNION

Have an Alamo reunion with everyone dressing as an historical figure from the Alamo.

## PROGRAMS AND GUEST SPEAKERS

Invite older citizens from your community come to the library and tell stories about events when they were young.

## VIDEOS

*The Battle of the Alamo.* (50 minutes)
*Cost of Freedom: In Search of Freedom.* (40 minutes)
*Life Across Centuries.* (29 minutes)
*Texas History Timeline.* (15 minutes)

## WEB SITES

Links to Information about the History of the Alamo
http://alamo-de-parras.welkin.org/central/links/links.html

Remember the Alamo
http://members.tripod.com/aries46/alamo.htm

Texas State Historical Association and The Center for Texas History
www.tsha.utexas.edu

The Texas Primer
www.lone-star.net/mall/txtrails/txhis.htm

## PROFESSIONAL RESOURCES

*Courage of Common Men* by Stephen Neal Manning.

## NATIVE AMERICANS:
## THE FIRST TEXANS

## BOOKS TO SHARE

*Brother Eagle, Sister Sky* by Chief Seattle.
*How Turtle's Back Was Cracked* by Gail Ross.
*And Still the Turtle Watched* by Shiela MacGill-Callahan.

## BOOKS TO SHOW OR BOOKTALK

*Buffalo Hunt* by Russell Freedman.
*Cherokee Summer* by Diane Hoyt-Goldsmith.
*Comanche Peace Pipe (Lone Star Heroes, Book 1)* by Patrick Dearen.

*Spirit of Iron* by Janice Jordan Shefelman.
*A Walk to the Great Mystery* by Virginia Stroud.
*Where the Broken Heart Still Beats: The Story of Cynthia Ann Parker* by Carolyn Meyer.

## BULLETIN BOARD

### TEXAS INDIAN TRIBES

On a map of Texas, label the regions where the eight groups of Indians lived in early Texas. They are: Apaches/Plains; Jumanos/West Texas; Patarabueyes/Rio Grande; Coahuiltecans/South Texas; Karankawas/Lower Gulf Coast; Atakapans/Upper Gulf Coast; Tonkawas/Central Texas; and Caddos/East Texas.

## DISPLAY

### TEXAS INDIAN LIFE

Make a display out of Indian regalia and artifacts such as hand drums, blankets, baskets, clothes, and jewelry.

## SONGS

### DREAM SONG

(From *Sea to Shining Sea* by Amy Cohn)

High in the sky I go, waking in the sky I go,
High above the way below, way below.
By my side a bird will go
Bird and I above the way below, way below.
High across the sky I go, walking with a bird I go,
All around the sky we go,
All around we go, in the sky we go, bird and I.

### SONG OF HAPPINESS

(From *Sea to Shining Sea* by Amy Cohn)

Hi yo hi yo ip si ni yah,
Hi yo hi yo ip si ni yah,
Hi yo hi yo ip si ni yah,
Hi yo hi yo ip si ni yah,
Ip si ni yah!

## JOKE

What two letters provide a home for Indians? Answer: T P

## CRAFTS

### NATIVE AMERICAN INDIAN SYMBOL WRITING

Materials

- Brown paper bag or brown wrapping paper
- Pencil
- Books with pictures of buffaloes or buffalo hides
- Books showing Native American symbols and rock paintings
- Black markers, black pens, or black crayons

Directions

In this craft, children will make a buffalo hide from a brown paper bag or brown wrapping paper. In advance, cut sheets of brown wrapping paper, or cut out the sides of large brown grocery bags and trim the bottom to make one long piece of paper. With a pencil, the children draw or trace an outline of a buffalo or buffalo hide onto the brown paper and cut out the buffalo shape, making it jagged around the edges. Let the children look at the books with Native American symbols. Using a pencil, they may then draw Native American symbols in an inward spiral beginning at upper left of the hide and circling to finish in the center of the hide. The children then trace over the pencil drawings with a black marker, pen, or crayon.

### INDIAN LODGINGS

Make tepees or wigwams using the directions on page 11 and page 13 of *More than Moccasins* by Laurie Carlson.

## GAMES AND ACTIVITIES

### INDIAN WAR-PAINT

Let the children paint each other's faces with Indian designs using face paint or washable paint. Explain the symbolism of the various colors as listed below.

Black - Death
White – Peace, or it symbolizes the wolf
Red - Power and life
Blue - Sky
Yellow – Joy and victory
Streaks down the face – Represent crying
Dots – Used to show an Indian maiden is in love

### FIRST TEXANS

Bring books from your library collection and guide the children as they learn about the original groups of Indians that were in Texas when the Europeans first arrived. They are as follows.

Apaches – Buffalo-hunting Plains Indians
Jumanos – West Texas hunters and traders
Patarabueyes – Rio Grande pueblo farmers
Coahuiltecans – South Texas hunter-gatherers
Karankawas – Lower Gulf Coast hunter-gatherers
Atakapans – Upper Gulf Coast hunter-gatherers
Tonkawas – Central Texas hunter-gatherers
Caddos – East Texas village farmers

### ARROWHEAD HUNT

Make arrowheads and spearheads out of cardboard or clay using the examples at the end of this chapter and hide them in a baby pool full of sand, or outside around the library. Let the children hunt for them.

## PROGRAMS AND GUEST SPEAKERS

Invite an Indian dancer or storyteller to entertain the children.
Tell Indian myths and legends or invite a storyteller to do so.

## AUDIO RECORDINGS

*Grandma Spider Brings the Fire and other Native American Stories* by Tim Tingle.
*Mythic Dreamer: Music for Native American Flute* by R. Carlos Nakai.
*Weaving the Strands: Music by Contemporary Native American Women* by various artists.

## VIDEOS

*History of Texas Indians: Texas Buffalo Hunters and Warriors.* (28 minutes)
*Into the Circle: An Introduction to Native American Powwows.* (58 minutes)
*The Last of the Caddoes.* (29 minutes)
*Reading Rainbow 53: Knots on a Counting Rope.* (30 minutes)
*Rock Art of Texas.* (28 minutes)

## WEB SITES

Online Games and Shareware, including Native American Games
www.kstrom.net/isk/games/games.html

Texas Indians
www.texasindians.com

## PROFESSIONAL RESOURCES

*Indian Life in Texas* by Charles Shaw.
*Keepers of the Earth* by Michael J. Caduto.
*Learn About Texas Indians* by Georg Zappler.
*More than Moccasins* by Laurie Carlson.
*Texas Indian Myths and Legends* by Jane Archer.

# TEXAS GEOGRAPHY AND PLANT LIFE: WHERE IS WHERE, AND WHAT GROWS THERE?

## BOOKS TO SHARE

*From Here to There* by Margery Cuyler.
*How Many Miles to Jacksonville* by Tony Johnston.
*Legend of the Indian Paintbrush* by Tommie DePaolo.
*Tree That Would Not Die* by Ellen Levine.

## BOOKS TO SHOW OR BOOKTALK

*Adventure in Space: The Flight to Fix the Hubble* by Elaine Scott.
*The Best Town in the World* by Byrd Baylor.
*Holes* by Lois Sachar.
*Rio Grande: From the Rocky Mountains to the Gulf of Mexico* by Peter Lourie.
*Tornado* by Betsy Byars.

## BULLETIN BOARD

### READ ACROSS TEXAS!

To highlight of the number of books children read during the reading club, create a bulletin board called "[your town] Across." On a map of Texas, trace the road from your city to Austin, Houston, Dallas, and other cities and towns. Place a star or pushpin on a road for each book or for each hour that a child reads. You may choose to let each book or hour reflect one mile. Add paths to more cities as the children continue to read throughout the summer.

## DISPLAYS

### BONNETS

Create a display of old-fashioned bonnets worn by pioneer women to keep the Texas sun off their faces.

### NAME THAT PLANT!

Display pressed Texas flowers and or small branches from Texas trees. Label each or give each item a number and have a contest for the kids to name as many as they can.

## REFRESHMENTS

### INDIAN KOOLAID

Make a refreshing traditional drink by adding a squirt of honey and a fresh mint leaf to a glass of fruit juice.

## STORYTELLING

### THE LEGEND OF THE DANDELION

(Adapted by Gayle Travis and Christine McNew)

Once there was a beautiful golden-haired maiden who fell in love with the sun. Though others wished to court her, she had eyes only for the sun. Each day she would watch the sun's journey across the sky. Each day, the sun crossed from east to west and ignored her. The maiden's heart grew sorrowful. Tears fell across her face. So sad was she that her hair turned gray and a gust of wind came and blew it away.

The day came when the sun looked upon the maiden at last. He saw that her golden hair was gone and that she was now bald and regretted the sorrow she had felt. The Great Spirit also beheld her grief. To comfort her, he sent small golden flowers to bloom on the land where the maiden lived. When she saw their bright beauty, the maiden's heart filled with happiness and she looked only upon the golden flowers.

The golden flowers watched the sun's journey across the sky each day. Each day, the sun crossed from east to west and shone upon them. When they grew old, their golden locks turned gray and were carried away by the wind until their stems were bald. When the maiden saw their locks gently float away in the wind, peace came to her heart.

And so the gift of the Great Spirit, the gentle dandelion, has brought peace and happiness to the hearts all people since that time long ago.

## CRAFTS

### YELLOW ROSE OF TEXAS

Using the illustration at the end of this chapter, make origami roses. Each child will need 6 sheets of square yellow origami paper. Here are the directions.

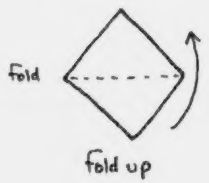
**Materials**

Yellow origami paper

**Directions**

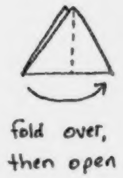
Following the illustration, with the plain side up, fold the paper in half diagonally.

1.



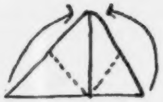
Fold both corners together; crease them, and open up.

2.



Fold bottom corners to the top corner.

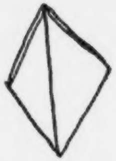
3.



fold bottom corners to top point

Fold the remaining 5 sheets in the same manner.

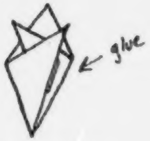
4.



MAKE SIX OF THESE

On each sheet, overlap the two front flaps and glue them together, making the flat piece into a cone shape.

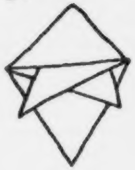
5.



overlap front flaps and glue

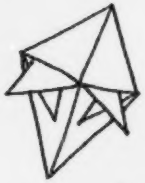
Fold the overlapped corners of each piece forward.

6.

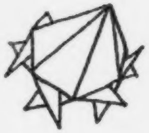


fold flaps down

Glue two pieces together as shown, then attach the remaining pieces in a circle.



2 sections glued together



All 6 sections glued together

## SAWDUST MODELING DOUGH

Materials

- 1 cup sawdust
- ½ cup of white paste or flour paste
- Cold water
- Food Dye
- Plastic zip lock bag
- Tempura Paint
- Bowl
- Paint

Directions

Mix the sawdust and paste in a bowl and add water until it becomes smooth, pliable dough. Divide it into balls and mix in food dye to make different colors of dough. Store the clay in plastic zip lock bags and keep it refrigerated when it is not being used. If it hardens, it can be moistened with water. Let the children mold the dough and paint their creations and allow the dough to harden.

## STORYTELLING

Tell "The Legend of the Bluebonnet" or "The Legend of the Indian Paintbrush."

## GAMES AND ACTIVITIES

### FLOWER BOOKMARKS

Make bookmarks using dried flowers. First, press the flowers by placing them between heavy books. Then, seal them between clear contact paper and trim them as necessary with scissors.

### TEXAS CITIES AND SYMBOLS

Bring a large outline map of the State of Texas. Prepare cards with the names of Texas cities and related symbols, e.g. a horseshoe for Amarillo, a cowboy hat for Lubbock, a boot for Fort Worth, a yellow rose for Tyler, the Alamo for San Antonio, a sombrero for Laredo, a dolphin for Padre Island, the capital building for Austin, a peach for Fredericksburg, and a rocket for Houston. Let the children attach the cards to the map in their proper geographic locations.

### WHERE YOU HAVE BEEN IN TEXAS

Place a large map of Texas on the wall and let children place foil stars on towns where they were born or have visited. A United States map may be placed beside it to mark summer vacation spots and for those who were born in another state.

### MY HOME TOWN

On a sheet of butcher paper or a poster board, let the children create a map of your town or region of Texas that includes rivers, cities, natural resources, and vegetation.

### PLANT DYES

Color squares of cloth with natural dyes. Use the following plants to obtain the desired colors.

| Plant | Color |
|---|---|
| Pear or Peach halves | Pale Yellow |
| Black walnut husks and shells | Yellow-Brown |
| Goldenrod (cut plant into small pieces) | Yellow |
| Sumac leaves (ground to a powder) | Yellow-Brown |
| Sumac Berries | Purple |
| Sunflower Seeds | Blue |
| Larkspur flowers | Blue |
| Beets | Red-Violet |
| Dandelion roots | Dark Pink |
| Staghorn lichen | Bright Yellow-Green |

### EDIBLE TEXAS PLANTS

Find samples of the following edible Texas plants and talk about how they were used.

Acorns were shelled and ground into meal. The meal was soaked in water to remove the bitter taste. Then the meal was used to make soup, mush, or bread.

Honey mesquite beans were collected from the pods on the tree and were eaten or ground into flower.

Sotol and lechuguilla bulbs were cooked and eaten. The leaf fibers were used to make items such as mats, net carrying bags, baskets and sandals.

Prickley pear cactus fruits were eaten fresh. Sometimes the juice was squeezed for drinking and the pears were dried and stored. The young pads were skinned and eaten.

Pecans were shelled and eaten.

Mexican plums, mustang grapes, and persimmons were eaten in season.

## PROGRAMS AND GUEST SPEAKERS

Invite an expert in Texas plants and have the children bring samples to see if they can "Stump the Expert."

Invite a farmer to talk about crops grown in Texas.

Invite a representative of a gardening club to talk about flower or vegetable gardening in Texas.

## VIDEOS

*Introduction to Texas Wildflowers.* (20 minutes)

## WEB SITES

All About Texas has a link to information about Texas wildflowers

http://angela-m.home.texas.net/texas.htm

## PROFESSIONAL RESOURCES

*Texas Wildflowers: A Beginner's Field Guide* by Beverly Magley.

# I'M A TEXAN, YOU'RE A TEXAN

## BOOKS TO SHARE

*Babe Didrikson: All Around Athlete* by Jane Sutcliffe.

*Bill Pickett: Road: Rodeo-Ridin Coyboy* by Andrea Pinkney.

*Hoops with Swoops* by Susan Kuklin.

*Things Change* by Troy Aiken.

## BOOKS TO SHOW OR BOOKTALK

*Angel of the Alamo: A True Story of Texas* by Lisa Waller Rogers.

*Fly High: Story of Bessie Coleman* by Louise Borden.

*Make Way for Sam Houston* by Jean Fritz.

*Nobody in Particular: One Woman's Fight to Save the Boys* by Molly Bang.

*Quanah Parker Warrior for Freedom, Ambassador for Peace* by Len Hilts.

*Search for the Shadowman* by Joan Lowery Nixon.

## DECORATIONS OR BULLETIN BOARD IDEAS

### TEXAS AUTHORS AND ILLUSTRATORS

Create a bulletin board entitled "Texans Who Have Blazed the Trail for Reading." Display titles, authors, and call numbers along with book jackets of books by noted authors and illustrators who now or previously lived in Texas. You will find some of them listed at: www.cynthialeitichsmith.com/Texas.htm.

## Games and Activities

### Guess Who I Am

Tape the name of a famous Texan to the back of each child. Each child will ask the other children question until they have guessed whose name is on his or her back.

### Family Tree

Help each child create a family tree and learn when their first ancestor came to Texas.

### Costume Party

Have a costume party to which everyone comes as their favorite Texan.

### Famous Texans Handout

Distribute the handout at the end of this chapter and let the children match famous Texans and the reasons they are famous.

## Musical Recordings

Play recordings by musicians who now or previously lived in Texas, such as Gene Autry, John Denver, Gatlin Brothers, Buddy Holly, Waylon Jennings, Lyle Lovett, Barbara Mandrell, Willie Nelson, Kenny Rogers, Selena, George Strait, Tanya Tucker, and ZZ Top.

## Videos

*Davy Crockett.* (30 minutes)
*Nolan Ryan: Feel the Heat.* (46 minutes)

## Web Sites

Famous People Born in Texas
http://texana.texascooking.com/notable.htm

Famous Texan Quotes
http://web2.airmail.net/danb1/Quotes.htm

Famous Texans
www.famoustexans.com/

Texas Children's Books, Authors, and Illustrators
www.cynthialeitichsmith.com/Texas.htm

## Programs and Guest Speakers

Host a musical talent contest with prizes for each contestant.
Invite local Balllet Folklorio dancers to perform for the children.

## Professional Resources

*Did You Ever - Meet a Texas Hero* by Marj Gurasich.
*Twenty Texans: Historic Lives for Young Readers* by Betsy Warren.
*Texas Heroes: A Dynasty of Courage* by Mona D. Sizer.

# FAMOUS TEXANS

1. Lance Armstrong
2. “Stone Cold” Steve Austin
3. Clyde Barrow
4. Crystal Bernard
5. Carol Burnett
6. Joan Crawford
7. Michael Dorn
8. Sandy Duncan
9. Dwight D. Eisenhower
10. Larry, Steve, and Rudy Gatlin
11. Larry Hagman
12. Ethan Hawke
13. Tommy Lee Jones
14. Barbara Jordan
15. Lyle Lovett
16. Don Meredith
17. Dennis Quaid
18. Dan Rather
19. Gene Roddenberry
20. Nolan Ryan
21. Selena
22. George Strait
23. Patrick Swayze
24. Ed White
25. Babe Didrikson Zaharias

___ 34th U.S. President
___ Actor in *Ghost*
___ Actor previously married to Meg Ryan
___ Actress in the 1930s and 1940s
___ Actress on *Wings*
___ Actress, comedienne
___ Bank Robber
___ Baseball pitcher
___ C & Western Singer
___ CBS National News anchor
___ Creator of *Star Trek*
___ First astronaut to walk in space
___ Former Dallas Cowboy quarterback
___ Gatlin Brothers
___ J.R. Ewing of *Dallas*
___ Lieutenant Commander Worf on *Star Trek*
___ Olympic bicyclist, cancer survivor
___ Olympic track and field star
___ Played Peter Pan
___ Played the U.S. Marshall in *The Fugitive*
___ Singer previously married to Julia Roberts
___ Star of the movie *White Fang*
___ Tejano songstress
___ U.S. Congress woman
___ Wrestler

# TEXAS STATE SYMBOLS

### DATE TEXAS BECAME A STATE

1. April 1, 1888
2. December 29, 1845
3. January 1, 1776

### TEXAS STATE SONG

1. She'll be Comin' 'Round the Mountain
2. Macarana
3. Texas, Our Texas
4. Ain't Got No Grammer and I'm Proud of It

### TEXAS STATE MOTTO

1. Hang up your saddle and stay a spell
2. Chapped lips
3. Give a holler
4. Friendship

### STATE FLOWER

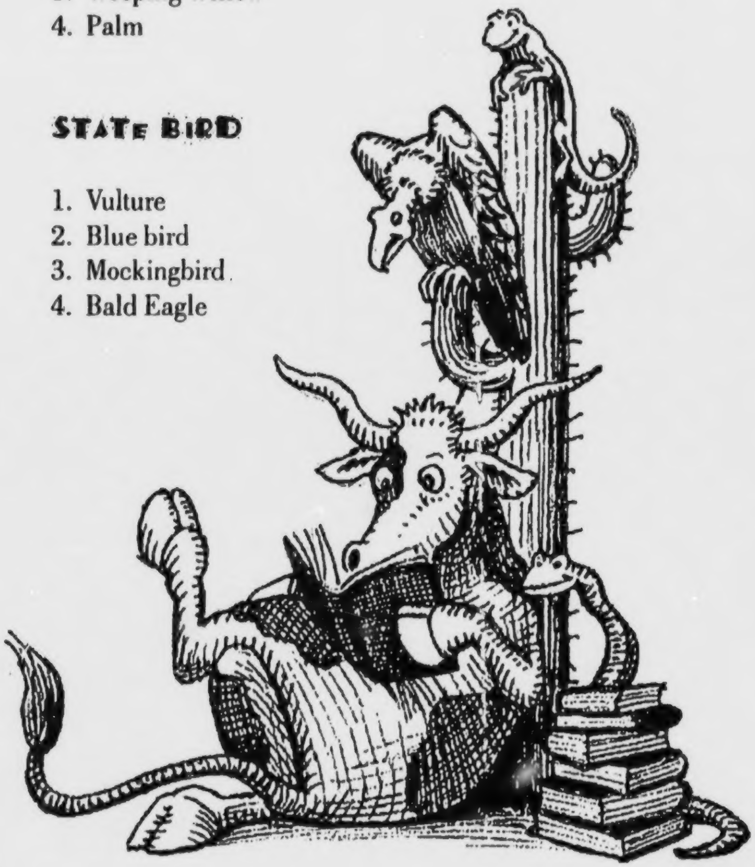
1. Bluebonnet
2. Prickly Pear
3. Rock
4. Poinsetta

### STATE TREE

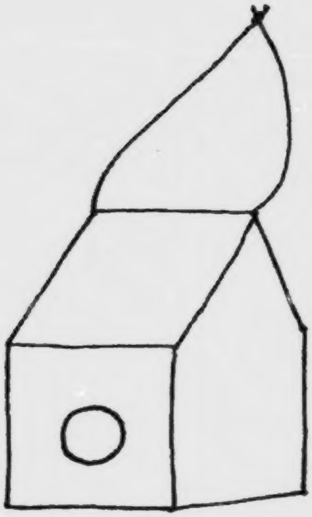
1. Limber Pine
2. Pecan
3. Weeping Willow
4. Palm

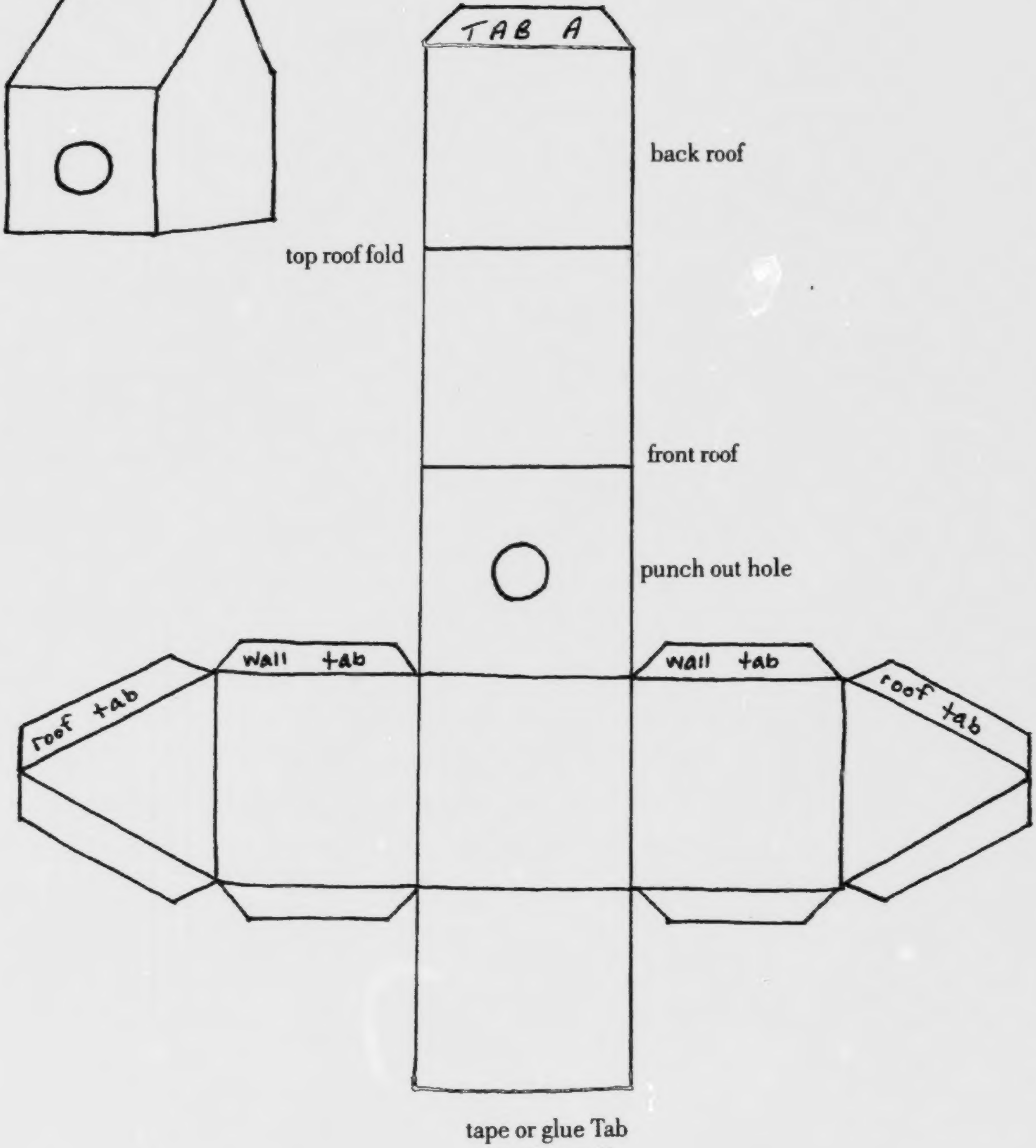
### STATE BIRD

1. Vulture
2. Blue bird
3. Mockingbird
4. Bald Eagle



# BIRD HOUSE




TAB A
wall tab
wall tab
roof tab
roof tab

back roof

top roof fold

front roof

punch out hole

tape or glue Tab
A to this wall

# TEXAS ANIMALS WORD FIND

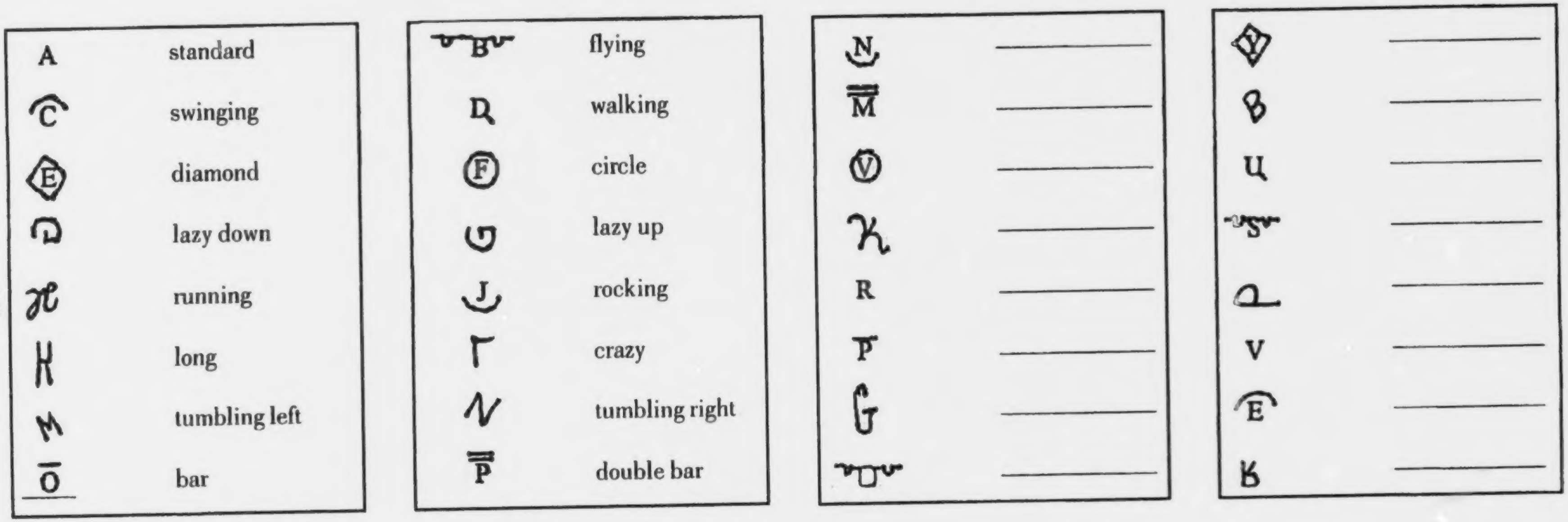
Find each of the following words.

ROADRUNNER
MOCKINGBIRD
TARANTULA
JAVELINA
OCELOT
TROUT
RATTLESNAKE
TORTOISE
PELICAN
WOOD DUCK
FOX
BOBCAT
BALD EAGLE
OWL
KANGAROO RAT
MOUNTAIN LION
SHARK
TURKEY
ALLIGATOR
PRARIE DOG

E V N L W V S D N X W F R O A D R U N N E R T
S E P H A J M O T R P R A I R I E D O G P W Q
I T L X O W Q S P U C L T A R A N T U L A Q X
O P B G K K O K V K O T C N V U V E H S S A P
T N T V A W W X M O Z R W I E L K W H B E T D
R E A D F E G S E G T F T N G Y S A T V L T L
O V C C R I D V S U U A J H Y R R N J F S A Z
T G B I I I Z L R I W H S O E K L R J O H R W
G O O J V L B K A F W O O D D U C K V W C O T
I R B P N H E G E B F Z L C K A L S Z Y H O E
F F W E P Y P P N O R W Q A S B Q D D U M R T
A F O C E L O T X I O I M J A V E L I N A A W
I E S E Z M U T Q D K L N W P T X J K Q S G U
A L L I G A T O R C E C W Q X M P X I Y D N Z
G K M O U N T A I N L I O N G Y I U A J G A D
P L F B I Q H L I V O E F M F L F X C Q V K I
M T R A T T L E S N A K E N S G B F D D F X M
O N H E V H H L R Z L E N A U G Z D V O S Z L

# BRAND MATCH

*Below are shown several brand types used to brand livestock. The way that the letter is depicted indicates the way that the brand is read. For instance,* ◡ *means rocking, so if you saw a brand that looked like this* J *, it would be called a "Rocking J." Try to identify those shown without names, then choose a brand you like and write a message to someone using that brand.*



| | |
|---|---|
| A | standard |
| C | swinging |
| E | diamond |
| D | lazy down |
| H | running |
| H | long |
| M | tumbling left |
| O | bar |

| | |
|---|---|
| B | flying |
| R | walking |
| F | circle |
| G | lazy up |
| J | rocking |
| T | crazy |
| N | tumbling right |
| P | double bar |

| | |
|---|---|
| N | ________ |
| M | ________ |
| V | ________ |
| K | ________ |
| R | ________ |
| P | ________ |
| G | ________ |
| U | ________ |

| | |
|---|---|
| Y | ________ |
| B | ________ |
| U | ________ |
| S | ________ |
| a | ________ |
| V | ________ |
| E | ________ |
| K | ________ |

______________________________________________

______________________________________________

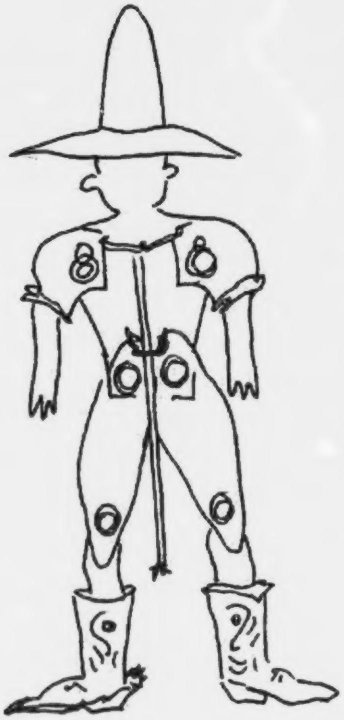
______________________________________________

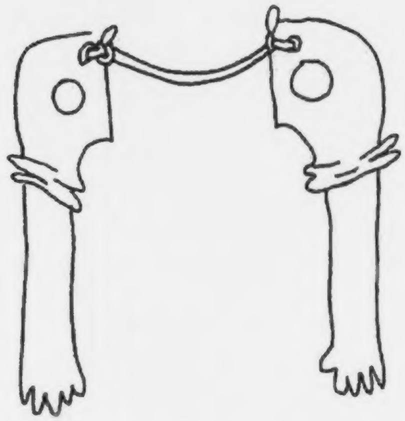
______________________________________________

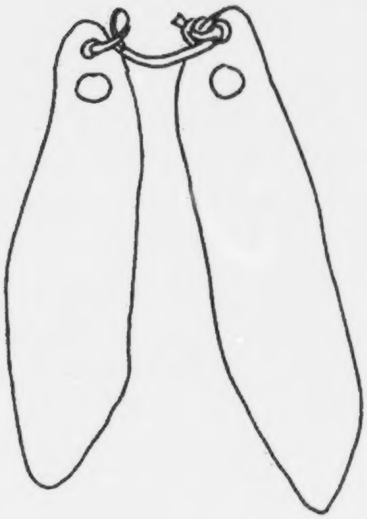
______________________________________________

______________________________________________

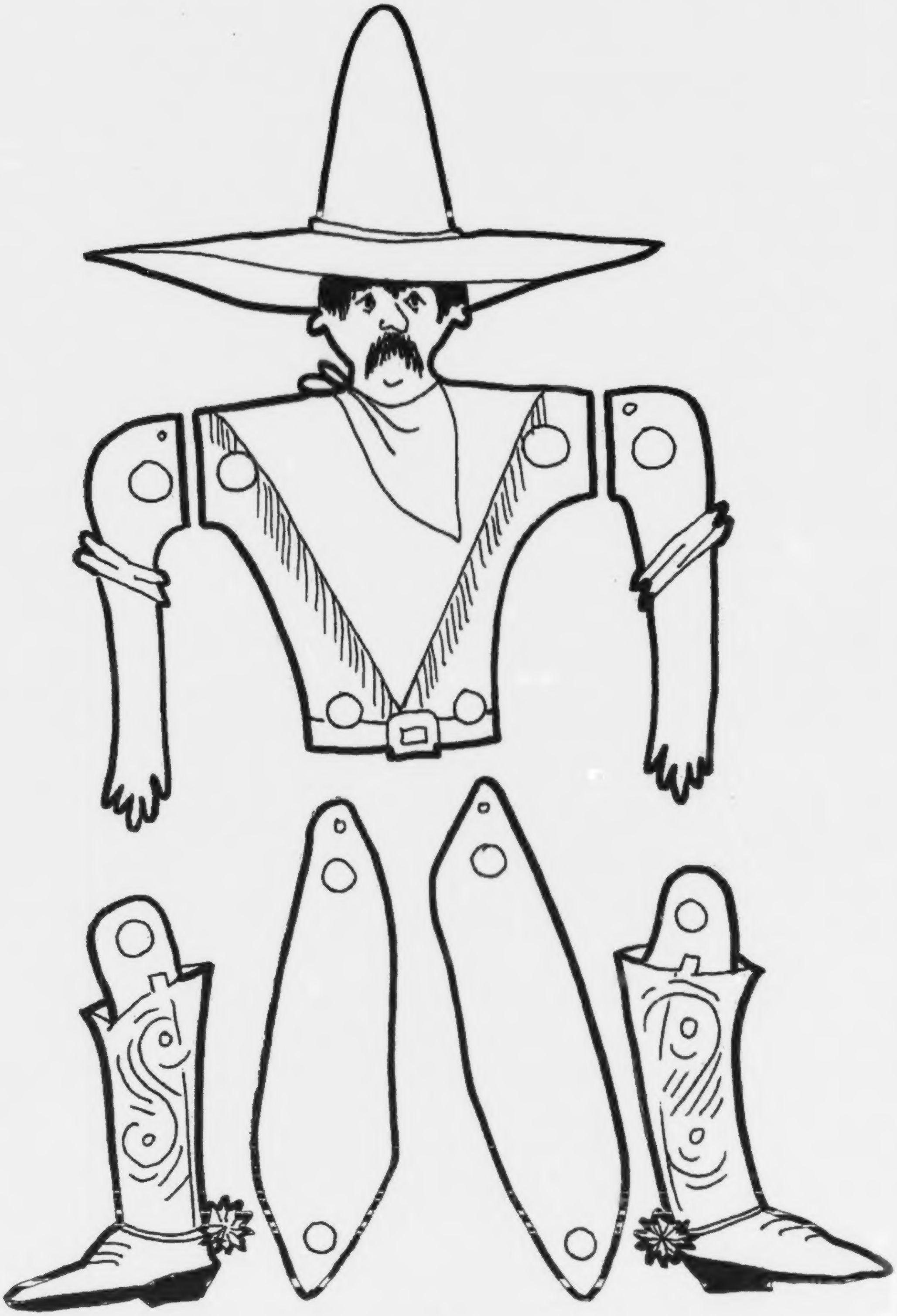
# VAQUERO PANTENE PUPPET



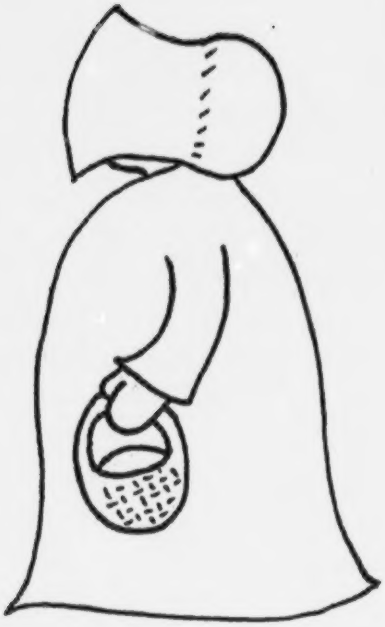


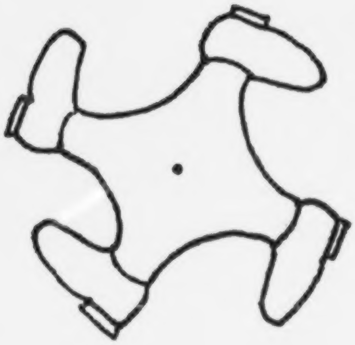


# VAQUERO PANTENE PUPPET



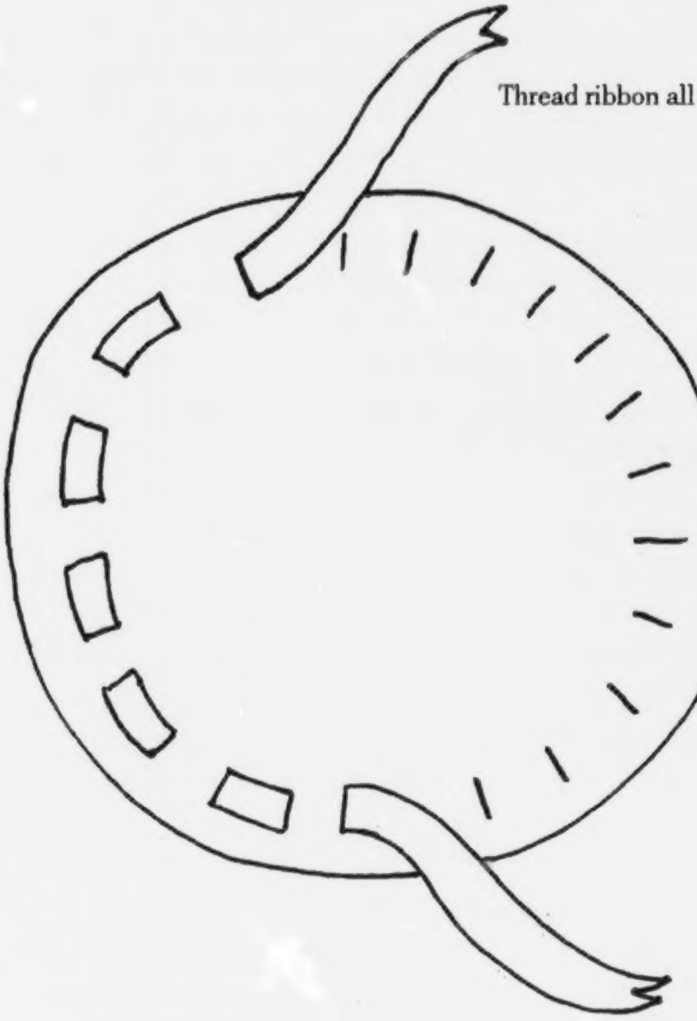
# CARDBOARD WALKING DOLL





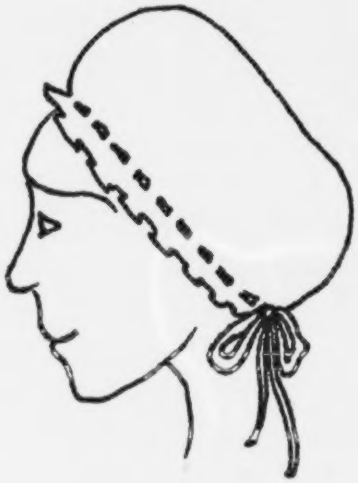
Brad will go in at dot

# PIONEER CAP

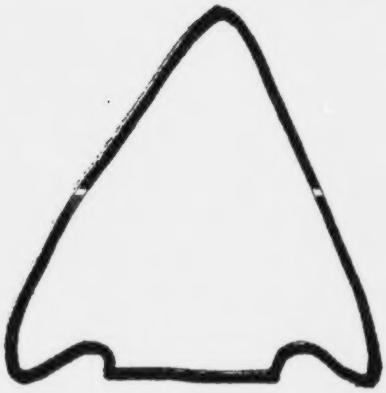


Thread ribbon all the way around

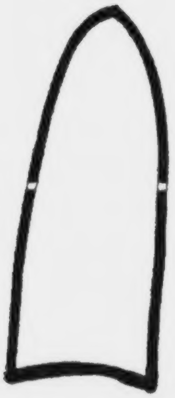
Cut slits wide enough for ribbon



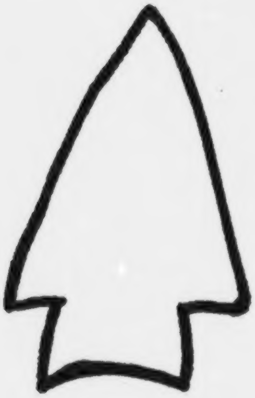
# ARROWHEAD HUNT



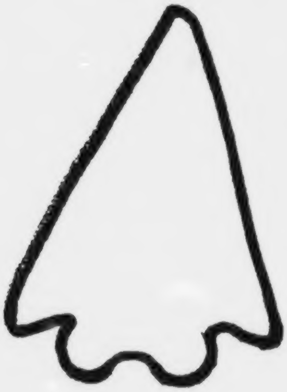
Castroville



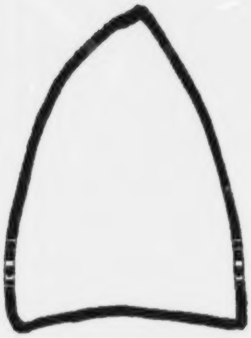
Pandale



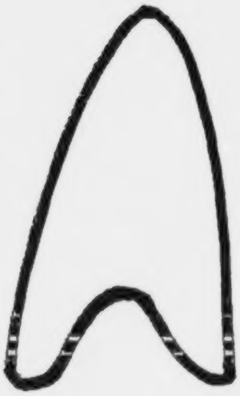
Pedernales



Montel

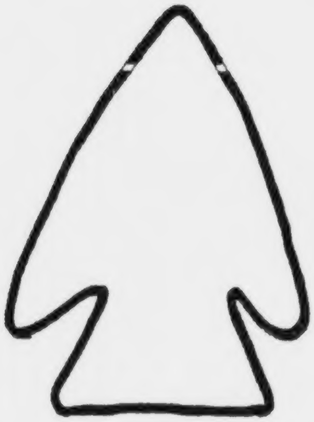


Clovis

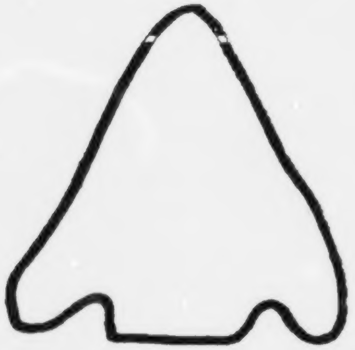


Plainview

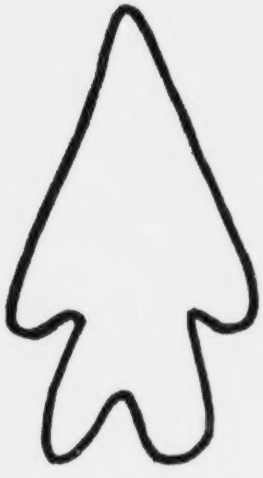
# ARROWHEAD HUNT

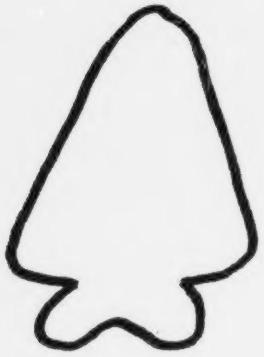


Scallorn

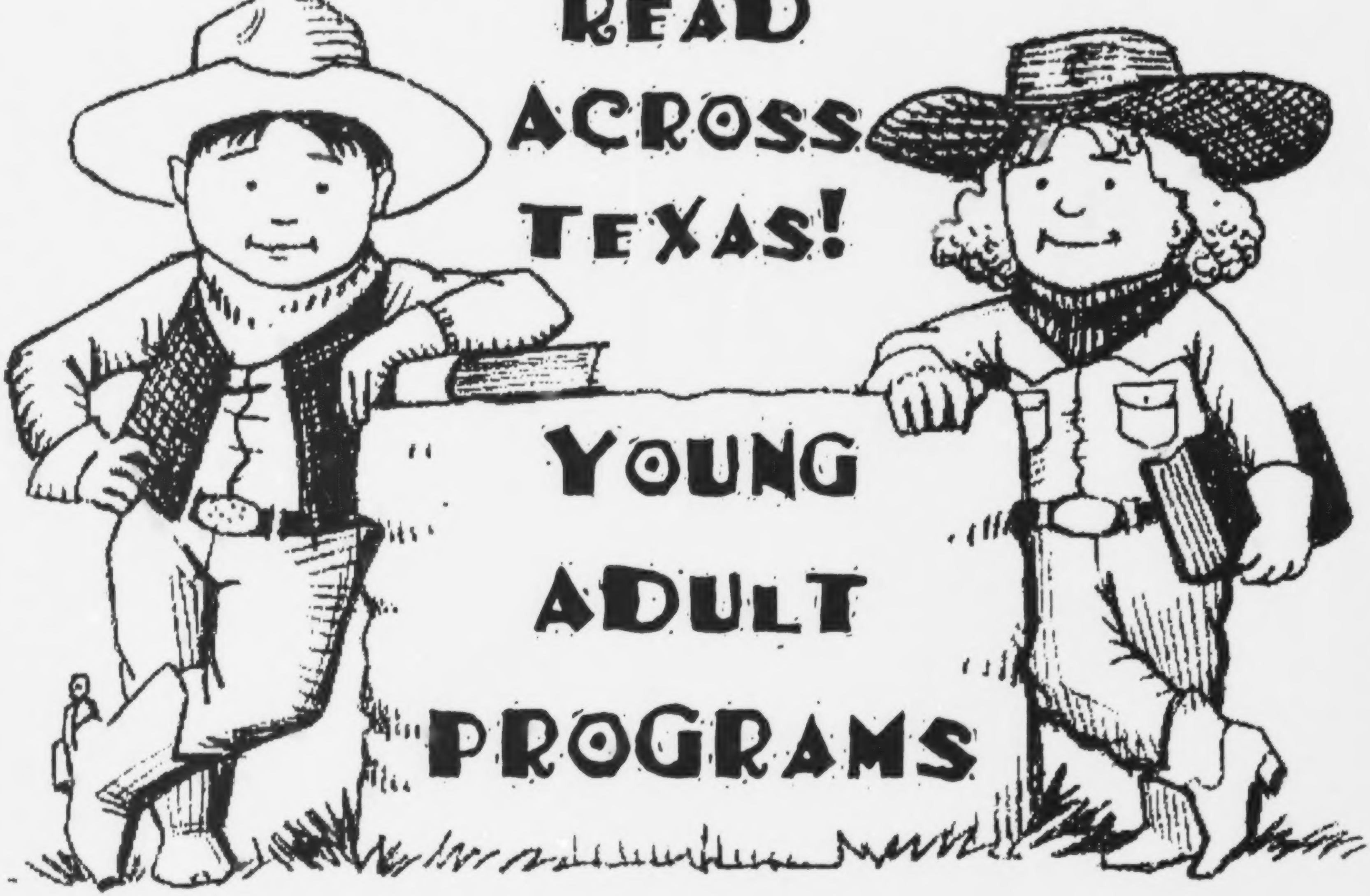


Catahoula





Toyah


READ
ACROSS
TEXAS!
YOUNG
ADULT
PROGRAMS

BEST COPY AVAILABLE

# READ ACROSS TEXAS!

## YOUNG ADULT PROGRAMS

BY ADRIANA HEARD

Many Texas teens regard summers as a succession of hot, boring days. Often they have no place to go, limited transportation and money, and long for the freedom to explore the world. Librarians can offer a series of exciting programs, challenging reading goals, and volunteer opportunities through which teens may fulfill some of their desires at the public library. This chapter, "Travel Quest: Moving Without Motion," includes a young adult reading program and eight educational programs that revolve around the theme of traveling. With topics ranging from traveling across the globe to learning outdoor survival skills, teens and librarians can grow and have fun.

## TEEN READING CLUB:

## TRAVEL QUEST:

## MOVING WITHOUT MOTION

Teens like to be challenged! This club includes reading goals that enable them to choose their participation level. Here are examples of how teen readers can participate.

### BASIC READING GOALS

### (THE BASICS)

Teens read books about the seven continents: North America, South America, Africa, Europe, Australia, Asia, and Antarctica. When they finish traveling to all seven, they turn in their reading lists and pick up a special gift.

### INTERMEDIATE READING GOALS

### (DELUXE)

Teens travel across the globe by reading books written by authors who live on each of the seven continents. Or, they read stories that take place in each of the seven different continents. When they complete their goal, they turn in their reading list and their name is entered into a special drawing.

### ADVANCED READING GOALS

### (SUPREME DELUXE)

Teens travel through the summer by reading books and participating in the summer library programs. They attend five out of the eight summer programs and read a book that corresponds with the theme of each. When they finish, they turn in their reading list and their name is entered into a special drawing. They may choose fiction or nonfiction titles on topics such as the following.

Travel Guides
Photography
Survival
Food
Adventure Travel
Art
Music
Texas

## PROGRAM 1: YOUR DREAM DESTINATION

### TIME OF PROGRAM

50 minutes

### PROGRAM DESCRIPTION

Most teens dream about visiting far away places. They are often eager to get away from their parents and siblings, especially during the long summer months. This program offers teens practical world travel experience.

### PREPARATION

Invite a local travel agent, a high school teacher or professor who travels with students abroad, or an experienced traveler to speak to the teens and bring a variety of catalogs or items acquired while traveling to show or display. Request that the presentation include information such as travel tips, how to be a smart traveler, and travel preparation. For example, a travel tip might be to research the country and its customs before visiting. Schedule a date and time and invite the presenter at least two to three months in advance. Ask the presenter to bring travel photos, maps, mementos, brochures, etc., or suggest a slide show, or PowerPoint presentation.

Create web and book bibliographies for distribution to teens.

Create "Plan Your Ultimate Vacation" activity sheets. A sample activity sheet is included with this chapter.

Create "Your Dream Destination" raffle tickets. Examples are included in this chapter.

Request catalogs from travel agencies and online sites about six months in advance to ensure timely arrival.

### DECORATIONS

Cover bulletin board or display area with a large colorful map of the world. Reproduce the "Your Dream Destination?" raffle ticket" below. Promote attendance in the week before the program by telling teens who come to your library about the program and asking them to fill out the raffle tickets. Display the completed raffle tickets on the bulletin board for others to read. Place a pushpin on the world map representing the teens' desired travel destinations. Borrow posters from a travel agency, map store, or adventure store and hang them near the map display. Inform teens that a name will be drawn for a raffle at the end of the program and that they must be present to win.

### RAFFLE TICKET

### YOUR DREAM DESTINATION

Name: ____________________

Age: ____________________

My dream destination is:
____________________

## ADDITIONAL ACTIVITY

In the second part of the program, teens will participate in a friendly competition by filling out the "Plan Your Ultimate Vacation" activity sheet at the end of this program, and using the Internet resources listed included in this program. Give a small prize to the first one to finish and find the cost for their trip.

## BOOKS TO DISPLAY

There are an abundance of travel guides and the names of the most popular series are listed below. Each has numerous guidebooks for popular destinations. Pick the ones in which teens in your community will be the most interested in and include them in your bibliography and display them at your program.

*Let's Go* - Good for young people on low budgets.

*Lonely Planet* - Good for the adventurers.

*Fodor's* - Good for the essentials.

*Insight* - Focuses on giving insights into people, places and history.

*Rick Steves' Guides*- Presents the big pictures and the small details.

## BOOKS TO BOOKTALK

*Remember Me to Harold Square* by Paula Danziger.

*Rules of the Road* by Joan Bauer.

*Thames Doesn't Rhyme with James* by Paula Danziger.

## MAGAZINES

*Travel America.*
World Publishing Company, 990 Grove St., Evanston, IL
60201-4370.
www.travelamerica.com/

Traveling in the U.S.? Then read *Travel America*, a down to earth magazine about favorite vacation spots in the U.S. It includes resorts, ranches, theme parks, regional events, national parks, cities and counties.

*Travel and Leisure.*
American Express Publishing Company, 1120 Avenue of
Americas. NY, NY 10036.
www.travelandleisure.com/

If you want to travel, this is the magazine for you. Great restaurants, great resorts, great vacations! International in scope, and check out the web site too!

## MUSICAL RECORDINGS

*The Best of World Music: World Dance Party.*

*Onda Sonora: Red Hot and Lisbon* by Bar None.

*Putumayo Presents Latino! Latino!*.

## VIDEOS

*Rick Steves' Travel the World Series.* (53 minutes)
*Super Cities Series.* (30 minutes)

## WEB SITES

BestFares
www.bestfares.com/
Best Fares offers some great deals and extras like "Scam Watch" and "Snooze You Lose Fares."

Hostels.com
www.hostels.com/
This resource for hosteling and budget travel is very complete. There is a worldwide hostel database, information under "Hosteling 101" and "Budget Travel," timely articles, bad poetry from the road, and much more.

The International Home Exchange Network
www.homexchange.com/
This money-saving site is devoted to the listing of home exchanges and private rentals. Find up-to-date and extensive profiles and illustrations of available rentals.

Internet Cafes
www.netcafes.com/
If you are planning on being away for awhile, this site will be useful to you if you want to stay in touch. It currently covers over 100 countries and is searchable by country or city. It's easy to use and you'll be amazed at locales in which you can get connected.

Lonely Planet
www.lonelyplanet.com/
Like the guidebooks, this site offers travel enthusiasts insightful, detailed travel information "designed to kickstart your travels and help you on your way." In the "Destinations" section, search by region, country, city, or by hyperlinked map. The "Travelers' Health Check" includes information on pre-departure preparations, diseases and ailments, and women's health.

Olsen & Associates Currency Converter
www.oanda.com/converter/classic
Determine the most current exchange rate for over 164 currencies. An added feature is the ability to search for historical exchange rates going back to 1990.

The Travel Channel
travel.discovery.com/
Search for active, outdoor, and family vacations. Visit their stunning gallery of images plus the "360 Photo Gallery" of the U.S. National Parks.

# PLAN YOUR ULTIMATE VACATION ACTIVITY SHEET

1) What is your dream destination? ______________________________

2) How many weeks will you be there? ______________________________

3) Find two different round-trip flights from your hometown to your dream destination. List the prices.

a) ______________________________

b) ______________________________

4) Where will you stay on your vacation? Find two different places to stay. List the prices.

a) ______________________________

b) ______________________________

5) What will you do on your vacation? What types of activities? Is there a price? List three different activities and the price associated with them.

1. ______________________________

2. ______________________________

3. ______________________________

6) How many people will be traveling with you? ______________________________

# PROGRAM 2: PICTURE THIS!
# CD PICTURE FRAME CRAFT

## TIME OF PROGRAM

50 minutes

## PROGRAM DESCRIPTION

Pictures are an integral part of traveling. Travelers take pictures both to share their experiences with friends and family and to preserve their memories. Teens can display their favorite pictures in these frames made from CD-ROMs such as the ones that arrive in the mail from AOL. They can hang these fancy frames on the fridge, or they can give them as gifts. In preparation for this program, collect CD's from staff and patrons or ask local record stores and radio stations to donate them. (They sometimes have a supply of unwanted CDs.)

Buy a craft book at a used bookstore or at your library's book sale for a raffle prize. Have a raffle at end of program for craft book.

## DECORATIONS

Collect pictures from your vacations, staff members' vacations, teens' vacations, and the Internet. Promote the program by displaying the pictures in the teen area along with flyers and posters. Create a guessing or matching game about where the pictures were taken. This can also be a part of program. Place the name of everyone who fills out the guessing game form into a drawing for a "free" book.

## CD PICTURE FRAME CRAFT

**Materials**

CDs
Small magnets or magnetic tape
Double sided tape
Decorative items such as glitter, beads, feathers, and colorful foam pieces
Paint markers
Old magazines
Varnish or lacquer
Glue
Black felt

**Directions**

Bring out all of the materials listed above and let the teens choose how they want to decorate the CDs. Give them lots of options! Teens like direction but are also in the midst of a self-identity crisis and like the freedom to choose what they want to do. With this craft you supply them both direction and freedom. Teens can decorate the CDs with the crafts supplied or they can use paint markers to draw designs. They can cut out pictures from magazines, make a collage, and finish it with lacquer for a shiny effect.

## VARIATIONS

At the Crafts for Kids web site, click to the second page and click on CD Photo Frame for a variation of Craft http://craftsforkids.miningco.com/parenting/familycrafts/cs/pictureframes/index.htm

Buy unfinished picture frames and let the teens decorate them with buttons, cracked tile, and/or other decorative items. Or, try any of the easy frames in *Making Picture Frames* by Linda Hendry and Lisa Rebnord.

## ACTIVITY

### VIRTUAL VISIT TO LOCAL ART MUSEUM

Does your community have an art museum or school? If so and it has a web site, show the children current and upcoming exhibitions as well as art classes on the web site. List the web site on your program handouts. For example, the Southwest School of Arts and Crafts is in San Antonio and the web site is www.swschool.org/.

## BOOKS TO DISPLAY

*Fabulous Framing* by Joyce Spencer.
*Making Picture Frames* by Linda Hendry and Lisa Rebnord.
*Paper Crafting Beautiful Box, Book Covers, & Frames* by Valeria Ferrari and Ersilia Fiorucci.

## MAGAZINES

*Crafts.*
Primedia Consumer Magazine and Internet Group, 2 News Plaza, P.O. Box 1790, Peoria, IL 61656.
www.craftsmag.com/
This well-designed magazine is full of gift ideas for the family. All craft projects include designer insights, possibilities, materials, and instructions.

*Crafts 'n' Things.*
www.craftideas.com/
Craft projects from the simple to the difficult abound in this magazine. All craft projects list skill level, time, materials and easy-to-follow instructions. The web site includes a "Project of the Week", tip of the day, and a free newsletter.

## WEB SITES

Crafts for Kids
http://craftsforkids.miningco.com/parenting/familycrafts/cs/pictureframes/index.htm
About.com does it again-compiling information that is easy to find. Check out this list of easy picture frame projects.

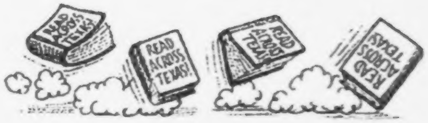
Kids Domain
www.kidsdomain.com/craft/_teen.html
A listing of craft projects for teens is included in the Kids Domain page.

Southwest School of Arts and Crafts
www.swschool.org/
Southwest School of Arts and Crafts offers program year round for teens. Check out their web site for information about their Young Artist Program Scholarships.

# PROGRAM 3: ARE YOU A SURVIVOR? SURVIVING THE TEXAS OUTBACK

## TIME OF PROGRAM

50 minutes



## PROGRAM DESCRIPTION

In this program, teens will learn about camping, camping gear, and camp sites in Texas.

## PREPARATION

Call a local camping store such as REI, Whole Earth Provision Company, Academy, and invite them to give a presentation on "survival skills" related to camping in Texas. Topics might include camping gear, how to use a compass, good locations for camping in Texas, and food and cooking. If a guest presenter is not available to present the program, research the topic and present it yourself, or invite an experienced camper in your community.

## DECORATIONS

Cover a bulletin board with a large, colorful map of the Texas. Create forms for teens to fill out inquiring where they want to visit. Display the completed forms and place a pushpin or sticker on the map for each destination listed. Acquire and display posters from Texas Parks and Wildlife at www.tpwd.state.tx.us/

| | |
|---|---|
| Name: ______________ | Where would you want to go on a outdoor vacation in Texas? |
| Age: ______________ | ______The Coast<br>______Big Bend National Park<br>______Guadalupe Mountains National Park<br>______Lost Maples State Natural Area |
| Grade (will be attending in the fall): ______________ | |
| Zip Code: ______________ | Other: ______________ |

## ADDITIONAL ACTIVITIES

### HOW TO USE A COMPASS

Teach compass skills and set up an "urban" adventure. Place teens in small groups and have them use a compass to reach a certain destination near the library. Directions for using a compass may be found at Kjetil Kjernsmo's Illustrated Guide on How to Use a Compass at www.uio.no/~kjetikj/compass/.

### HOW TO MAKE GORP (GOOD OLD RAISINS AND PEANUTS)

Packing light is essential when exploring. What is the best thing to bring along that is packed with nutrition and calories for long hours of hiking? GORP! Buy ingredients and have teens combine them and enjoy eating GORP after their compass exercise. A recipe is on GORP: Great Outdoor Recreation Page at www.gorp.com/gorp/food/foo_gorp.htm.

### TRAVEL TEXAS

Search the Internet and request catalogs from Texas travel agencies. Order them at least 6 months in advance to ensure arrival. Display them and let the teens browse through them before and after the program.

## BOOKS TO DISPLAY

*The Complete Wilderness Training Book: Field Skills for Adventure in the Outdoors* by Hugh McManners.

*The Encyclopedia of Survival Techniques* by Alexander Stilwell.

*Hiking and Backpacking Trails of Texas: Walking, Hiking and Biking Trails for All Ages and Abilities* by Mildred J. Little and Mickey Little.

*Using a Map and Compass* by Don Geary.

## BOOKS TO BOOKTALK

*The Best of Outside Magazine: The First 20 Years* edited by Edward Abbey.
*Canyons* by Gary Paulsen.
*Far North* by Will Hobbs.

## MAGAZINES

*Outside Magazine.*
Mariah Media, 400 Market Street, Santa Fe, NM 87501.
www.outsidemag.com/
Connecting people to the world outdoors.

*Texas Parks and Wildlife: The Outdoor Magazine of Texas.*
Texas Parks and Wildlife. 4200 Smith School Road Austin, TX 78704.
www.tpwd.state.tx.us/news/magazine/thismo.htm
Articles about every facet of outdoor recreation: fishing, hunting, camping, birding, boating, traveling and more. Information about state parks, environmental issues and events taking place all across the state of Texas.

## VIDEO

*Destinations: The Best of Texas Parks and Wildlife.* (49 minutes)

## WEB SITES

GORP: Great Outdoor Recreation Page
www.gorp.com/gorp/food/foo_gorp.htm
This site was founded in 1995 by two nature enthusiasts to help people research their desired outdoor destination more easily. GORP has information on exotic trips as well as the "back yard" trips. "Today," according to media metrix, "GORP is the largest and most trafficked Web site dedicated to outdoor recreation and adventure travel." GORP has more than 100,000 pages!

Kjetil Kjernsmo's illustrated guide on How to Use a Compass
www.uio.no/~kjetikj/compass/
Easy to follow exercises on how to use a compass.

Texas Parks and Wildlife
www.tpwd.state.tx.us/
The mission statement of Texas Parks and Wildlife is to manage and conserve the natural and cultural resources of Texas for the use and enjoyment of present and future generations. Check the "Kid's and Adventure" web pages.

# PROGRAM 4: TAKE A LOOK!

## PHOTOGRAPHY BASICS FOR TEENS

## TIME OF PROGRAM

2 to 3 sessions of 50 minutes each

## PROGRAM DESCRIPTION

Photography is an integral part of recording vacation memories. A few tips will ensure that the pictures are properly lighted and have good composition. In this hands-on photography class, teens bring their own cameras and learn the basics of photography from an expert. The number of classes must be negotiated with your presenter.

## PREPARATION

Invite a photographer from local paper or camera store, or a photography enthusiast from the local camera club to teach a series of classes for teens. If you cannot locate a photographer in your area, read *Take A Look Around: Photography Activities for Young People* by Jim Varriale. It has lots of project ideas. Or, lead the teens in the fun and easy projects listed below.

## DECORATIONS

Hold an exhibition of the instructor's work. If you are teaching the class, ask staff to bring examples of good photography and bad photography. Place two labels at the top of your display area, "Do this!" and "Don't do this!" Display the pictures in the proper column. Display posters and/or flyers to advertise your class.

## VARIATION

Ask local grocery, hardware, or photography store to donate disposable cameras for teens to use during the program.

## BOOKS TO DISPLAY

*The Basic Book of Photography* by Tom Grimm.
*Careers for Shutterbugs and Other Candid Types* by Cheryl McLean.
*Digital Photography* by Alex May.
*Photography* by Keith Wilson.

## BOOK TO BOOKTALK

*Pictures, 1918* by Jeannette Ingold.

## MAGAZINE

*Popular Photography.*
Hachette Filipacchi Magazine, 1633 Broadway, NY, NY 10019
Upcoming Web Site: www.popphoto.com/
Popular Photography is the "world's largest imaging magazine" and contains both film and digital articles.

## WEB SITES

Fodor's How to Take Travel Pictures Like a Pro
www.fodors.com/focus/
Fodor's How to Take Travel Pictures Like a Pro web site offers the amateur photographer easy-to-follow guidelines from "getting ready" to "techniques."

Kodak: Taking Great Pictures
www.kodak.com/US/en/nav/takingPics.shtml
The Kodak people should know how to take great photos and their hints will help teens take impressive photos also. Three online tutorials help photographers with lighting, composition, and basic darkroom techniques.

## PROFESSIONAL RESOURCE

*Take A Look Around: Photography Activities for Young People* by Jim Varriale.

READ ACROSS TEXAS!

# PROGRAM 5: EAT IT UP!
# CUISINES OF THE WORLD FOOD COMPETITION

## TIME OF PROGRAM

1 hour

## NUMBER OF PARTICIPANTS

Limit to 30 teens (or 30 pairs or trios) of teens

## PROGRAM DESCRIPTION

Exploring the foods of another country or city is one of the best ways to learn about its people and culture. Often you don't need to leave your own city or state to taste delicious dishes from across the ocean. In almost every Texas town there is a Mexican food restaurant and many have restaurants that feature food from other world cultures.

For this food competition, invite teens to prepare a dish from their families' traditional cultures and to bring the recipe and the name of the culture from which it originates. If they wish, they can include a paragraph about someone in their family who cooks the dish or an anecdote about a time when their family enjoyed eating it. Grandma Gonzalez's name will never be forgotten when someone is making her famous tortillas!

Dishes will be judged in general categories such as: "Spiciest," "Best Date Food," "Worst Date Food," "Best Comfort Food," "Most Colorful," and "Best Overall." Invite teens to be judges.

Make copies of the recipes and put them into a booklet to give to all the participants. Keep it on hand in the library, or add it to the library's circulating collection.

## PREPARATION

Recruit teens to make a favorite family recipe that has its origins in their family's heritage. If you feel you need more variety in the types of foods being prepared, make a list of different cuisine's and let teens sign up to make them.

Ask the teens to have a permission slip signed by their parents acknowledging their participation in the program.

## DECORATIONS

Display a world map and flyers to advertise "Eat It Up!" a week or two before the program.

## ADDITIONAL ACTIVITY

Make sets of cards with the names of food from various world cultures on the front and numbers on the back. Laminate them. Give teens maps of the world on 8 ½" X 11" paper and ask them to write the number of each food on the corresponding country. When they complete the map, give them a raffle ticket. At the end of the program, hold a drawing for a cook book. Teens must be present to win. Below are suggestions for names of foods to put on the cards and corresponding countries.

Japan-Sushi
China- Dim Sum
Italy- Pesto

Mexico-Pico De Gallo
Jamaica -Ugli Fruit
France- Escargots
Greece- Spanakopita
Czechoslovakia -Kolaches
Poland-Kielbasa
Spain-Paella
England-Scones
Germany-Schnitzel
Lebanon – Falafel
Ethiopia - Doro Wat
Thailand- Pad Thai
Korea- Kim Chee
Vietnam-Nuoc Cham
India-Tandoori Chicken

## BOOKS TO BOOKTALK

*The Examination* by Malcolm J. Bosse.
*Habibi* by Naomi Shihab Nye.
*A Walk in My World: International Short Stories About Youth* edited by Anne Mazer.

## BOOKS FOR DISPLAY

*All Around the World Cookbook* by Sheila Lukins.
*Cuisine, Texas: A Multi-ethnic Feast* by Joanne Smith.
*The Multicultural Cookbook for Students* by Carole Lisa Albyn and Lois Sinakio Webb.

## MAGAZINES

*Cooking Light.*
Southern Progress Corp., 2100 Lakeshore Drive, Birmingham, AL 35209.
www.cookinglight.com/
Helps readers eat better, feel better, and look their very best.

*Cook's Illustrated.*
Boston Common Press Limited Partnership, 17 Station St., Brookline, MA 02445
www.cooksillustrated.com/
Cook's Illustrated is for cooks who are interested in understanding the techniques and principles of good home cooking.

## WEB SITES

The Cook's Thesaurus
www.foodsubs.com/
The Cook's Thesaurus is a cooking encyclopedia that covers thousands of ingredients and kitchen tools. Entries include pictures, descriptions, synonyms, pronunciations, and suggested substitutions.

Recipe Source
www.recipesource.com/
RecipeSource first appeared on the web in 1995 as "SOAR: The Searchable Online Archive of Recipes." Starting with approximately 10,000 recipes, they've grown the collection to seven times that size. Browse by region to find ethnic foods.

## PROFESSIONAL VIDEO

*United Tastes of America with Dorinda Hafner*. (240 minutes)

# PROGRAM 7: WHERE IS MONA LISA?

## INTERNET ART SCAVENGER HUNT

### TIME OF PROGRAM

1 Hour

### PROGRAM DESCRIPTION

One of the best things about traveling is visiting museums. Whether you are in Washington D.C. at a Smithsonian or in Assisi, Italy visiting St. Francis of Assisi's Church, museums change the way you view the world. The goal of this Internet Scavenger Hunt is for the teens to be exposed to a variety of artists and art forms, to locate art on the Internet, and find out where various works of art are on exhibit.

Distribute the Internet Scavenger Hunt form and let teens complete it using the Internet sites below. The first five teens to complete the scavenger hunt will receive a small prize. Place the name of everyone who tries to finish the activity sheet into a drawing.

Artcyclopedia: The Fine Art Search Engine
www.artcyclopedia.com

The Mother of All Art History Link Pages
www.umich.edu/~hartspc/histart/mother/

### PREPARATION

Prepare an Internet Scavenger Hunt form such as the one at the end of this program.

### DECORATIONS

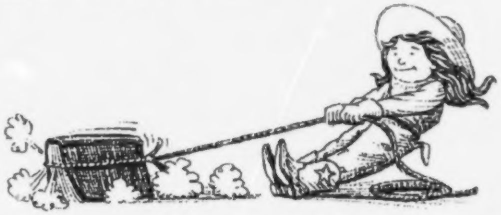
Display posters or art prints, or print a variety of artworks from the Internet and display them in the teen area. Develop a multiple choice form that asks teens to guess the names of the artwork on display. Use artwork other than the ones in the Internet Scavenger Hunt. Distribute the form to teens who visit your library during the week before the program to promote attendance.

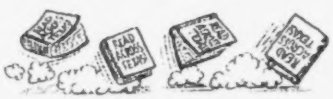
### BOOKS TO DISPLAY

*Greatest Works of Art of Western Civilization* by Thomas Hoving.
*Sister Wendy: My Favorite Things: 75 Works of Art from Around the World by* Sister Wendy Beckett.

### VIDEOS

*How to Visit an Art Museum.* (28:35 minutes)
*Hermitage Masterpieces Vol.1-Vol. 6.* (80 minutes each)
*Louvre 200 Vol. 1-3.* (59 minutes each)
*A Tour of the Prado.* (60 minutes)
*Uffizi: Florence's Treasure House of Art: The Story of the Museum.* (60 minutes)





## WEB SITES

There are so many great museum web sites through out the world! This list is to help teens find specific images when using the Internet.

Artcyclopedia: The Fine Art Search Engine
www.artcyclopedia.com
Search by name of artist, or name of artwork. Great Site! Or browse the database by art movement, medium, subject, nationality, or artist name.

The Mother of all Art History Link Pages
www.umich.edu/~hartspc/histart/mother/
The table of contents offers links to a variety of resources such as "A Sampling of Art History Departments," "Research Resources," "Image Collections and Online Art," and "A Sampling of Online Exhibits."

☆READ ACROSS TEXAS!

# INTERNET SCAVENGER HUNT

1. Go to the Mona Lisa Jigsaw Puzzle at the web site at www.surfnetkids.com/games/monalisa-js.htm. Put Mona Lisa's face together again. Did you do it in the 2 minute time period? ____________________

2. Where is the *Mona Lisa?* ____________________

3. Where is Vincent Van Gogh's *The Starry Night?* ____________________

4. Where is Edouard Renoir's *The Luncheon of the Boating Party?* ____________________

5. Where is Paul Klee's *The Twittering Machine?* ____________________

6. Where is Francisco (Jose) de Goya's *The Third of May, 1808?* ____________________

7. Where is Edouard Manet's *A Bar at the Folies-Bergere?* ____________________

8. In what country did Benin Art originate? ____________________

9. Where is Montezuma's Headdress? ____________________

10. Where is Paul Gauguin's *Whence Come We? What Are We? Whither Go We?* ____________________

    ________________________________________

11. Where is Edward Hopper's *Early Sunday Morning?* ____________________

12. Where is Georges Seurat's *A Sunday Afternoon on the Island of La Grande Jatte?* ____________________

    ________________________________________

13. Where is Sandro Botticelli's *Primavera?* ____________________

14. Where is *Head of Constantine the Great?* ____________________

15. Where is Salvador Dali's *The Persistence of Memory?* ____________________

16. Where is Jackson Pollock's *Blue Poles?* ____________________

17. Where is *Lady with the Unicorn Tapestries?* ____________________

18. Where is Paul Cezanne's *Le Lac D'Annecy?* ____________________

19. Where is John Singer Sargent's *El Jaleo?* ____________________

20. Where is Lin's *Cat and Butterfly?* ____________________

21. Where is Lord Frederic Leighton's *Flaming June?* ____________________

22. Where is Jean-Michel Basquiat *Dustheads?* ____________________

23. Where is Georgia O'Keeffe *Blue and Green Music?* ____________________

24. Where is Pablo Picasso's *Guernica?* ____________________

BEST COPY AVAILABLE

## PROGRAM 7:

## CAN YOU DANCE TO THAT?

### TIME OF PROGRAM

1-2 hours

### PROGRAM DESCRIPTION

Teenagers love music. It's part of their everyday existence. Through their choice of music and clothes, they are slowly carving out their identities. This program will bring teens together to explore various types of music. Ask the teens to bring a recording of their favorite song to be played at this program. Each teen who brings a song will fill out a form stating why this is their favorite song. Hang up the forms around the department.

Everyone attending may not like all of the music that is played, but the program will provide a wider view and appreciation of people's musical preferences. Tolerance of others people's musical tastes will be one of the lessons learned in the program.

Find out about popular music teens are listening to in other countries. Add some "world" music from your library's collection to expand the teens' musical experience.

Invite a teen volunteer to be the "DJ" and create a "party" atmosphere. If there are too many songs to play during the program, hold a drawing to see which ones will be played. Teens can dance or just hang out and talk to their friends. At the end of the program, the DJ will let the teens will vote for their favorite song.

### PREPARATION

Gather CDs and books about music and musicians from your library collection to display during the program. Bring a CD player and decorate your programming room like a party. Hey, it is one!

### DECORATIONS

Display CD covers of teen's favorite music. Ask local record stores if they have any music posters to lend. Print out pictures of popular bands from the Internet. Hang them in the department.

### ADDITIONAL ACTIVITY

Prepare additional activities for the teens such as bead making and henna tattoos. Information about henna tattoos is at Manju's Mehndi at www.henna-art.com. Display related books along with these activities.

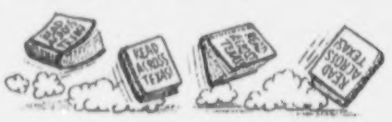
### VARIATION

Ask a company to donate a Karaoke machine for your program. Have fun!

### BOOKS TO BOOKTALK

*Dangerous Angels: The Weetzie Bat Books* by Francesca Lia Block

*Dogbreath Victorious* by Chad Henry.



## BOOKS TO DISPLAY

Books on music become quickly outdated since popular music changes from day to day. Ask your teen volunteers to help you select some to display.

*DK Encyclopedia of Rock Stars* by Dafydd Rees and Luke Crampton.

*All Music Guide To Rock: The Experts' Guide To The Best Recordings In Rock, Pop, Soul, R&B, And Rap* edited by Michael Erlewine.

*This Is the Sound: The Best of Alternative Rock* by Reisfeld, Randi.

## MAGAZINES

*Rolling Stone.*

Straight Arrow, 1290 Avenue of the Americas, New York, NY 10104-0298

www.rollingstone.com/

The definitive source of music information and popular culture trends.

*Spin.*

Camouflage Association, 6 West 18th Street, NY, NY. 10011

www.spin.com/new/home/index.html

Spin gives you the edge on music and youth cultures. Covers film, politics and music- ska, pop, rhythm and blues, rock, hip hop, rap, and more.

*Vibe.*

Miller Publishing Company

www.vibe.com/new/home/index.html

Vibe covers the trends, the events, and culture of the urban scene. From film, fashion and art to politics and music-pop, jazz, rhythm and blues, dance, hip hop, rap, house and more.

## MUSICAL RECORDINGS

*All That You Can't Leave Behind* by U2.

*Black & Blue* by the Backstreet Boys.

*Kid A* by Radiohead.

*Mad Season* by Matchbox Twenty.

*Madonna Music* by Madonna.

*Unplugged* by Maná.

*Welcome to the Freak Show: Live in Concert* by DC Talk.

## VIDEOS

*The History of Rock 'n' Roll.* (60 minutes)

## WEB SITES

Christian Music Online

www.cmo.com/

This web site is dedicated to providing current information about the Christian music world.

America's #1 Country Music Channel

www.country.com/

Great for country music fans.

The International Lyrics Server

www.music-e.net/international_lyrics_server.htm

Search by artist, album or song for lyrics to over 40,000 songs.

MTV Online
www.mtv.com/
Popular music world with MTV Online.

Roots World
www.rootsworld.com/rw/
This site offers reviews and feature articles as well as links to sites from different regions of the world.

Ultimate Band List
http://ubl.artistdirect.com/
This directory is a superb tool for locating an artist in a particular genre.

## PROGRAM 8: FLAMING FINGERTIPS

## TEEN JOURNAL WRITING WORKSHOP

### TIME OF PROGRAM

2 hours

### PROGRAM DESCRIPTION

Teens are constantly growing mentally and physically. This program leads them to tap into creativity and gain self-awareness through journal writing. At the end of the program, compile the teens' works into a booklet to give participants. Ask the teens for permission to publish their work online, and upload it onto your library's teen web site. Provide refreshments at the end of program.

### DISPLAY

Find inspiring quotations from about writing and display them around a poster that says "Writers Write!"

### VARIATION

Survey the teens in your community about what type of writing workshop they want: journal writing, poetry, short stories, or creative writing. Invite a local writer, teacher, or professor to present a two to three hour workshop on the most requested topic.

### BOOKS TO DISPLAY

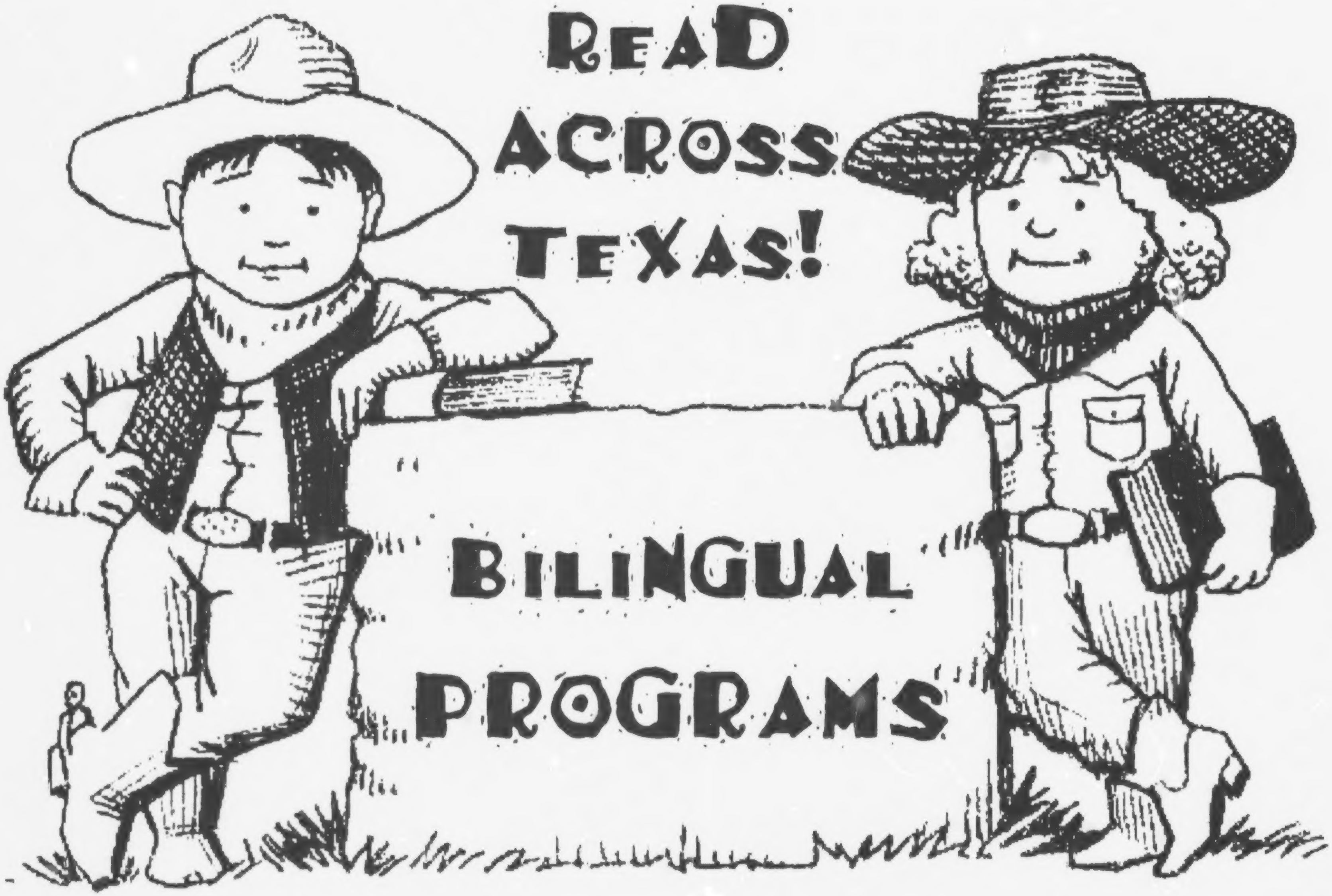
*A Book of Your Own: Keeping a Diary or Journal* by Carla Stevens.
*Write It Down! a Girl's Guide to Keeping a Journal* by Erica Smith.
*Write Where You Are: How to Use Writing to Make Sense of Your Life: A Guide for Teens* by Caryn Mirriam-Goldberg.
*A Writer's Book of Days: A Spirited Companion and Lively Muse for the Writing Life* by Judy Reeves.

### BOOKS TO BOOKTALK

*Dear Great American Writers School* by Sherry Bunin.
*Jazmin's Notebook* by Nikki Grimes.
*My Angelica* by Carol Lynch Williams.

### WEB SITE

Creative Writing for Teens
http://teenwriting.about.com/teens/teenwriting/
From communicating to writing tips, about.com offers teens a place to sharpen their writing skills. Teens may also submit writing samples.


READ
ACROSS
TEXAS!
BILINGUAL
PROGRAMS

# READ ACROSS TEXAS!

## ¡POR TEXAS VIAJAMOS CON LIBROS EN MANO!

## BILINGUAL PROGRAMS

BY PAOLA FERATE-SOTO, JOSEFINA RODRIGUEZ-GIBBS,
NOHEMI LOPEZ AND MARICELA MOREYRA-TORRES

## VOLANDO SOBRE TEXAS / THROUGH TEXAS WITH WINGS

### A PROGRAM FOR TODDLERS

### BOOKS TO SHARE

*¿Dónde está el pato?* by Mary Blocksma.
*Los cinco patitos: una rima tradicional ilustrada* by Pamela Paparone.
*El cuento del Señor Pato* by Juanvi Sánchez.
*La gallina Paulina* by Fernando Alonso.
*La gallinita roja* by Margot Zemach.
*Los huevos de Dora* by Julie Sykes.

### DISPLAY

Display books about birds. Surround them with feathers or origami birds.

### RHYMES

**TRES POLLITOS**

Tres pollitos tiene mi tía
uno le canta, otro le pía,
y tres tocan a chirimía.

**THREE LITTLE CHICKS**

My aunt has three little chicks
One sings to her; the other peeps
And the third one plays the symphony.

**POLLITO, CHICKEN**

(This traditional rhyme is sung in Latin America to teach English to Spanish-speaking children. In the United States, both English and Spanish speakers learn vocabulary in a new language. It may be used as a flannel board or chanted with a rap rhythm.)

Pollito, chicken
gallina, hen
lápiz, pencil
pluma, pen
ventana, window

BEST COPY AVAILABLE

puerta, door
techo, ceiling
piso, floor.

## FINGERPLAY

### TRES PATITOS

Tres patitos salieron a pasear
sobre las montañas, muy lejos. *(Put fingers together move them up and down as if traveling up and down mountains)*
Mamá pata dijo: "cuac, cuac, cuac " *(Open and close hand like a duck's beak with each "cuac")*
Pero solo dos patitos volvieron con mamá.

Dos patitos salieron a pasear ... *(Repeat with two fingers)*
Pero solo un patito volvió con mamá.

Un patito salió a pasear... *(Repeat with one finger)*
Pero ningún patito volvió con mamá.

La triste mamá pata salió a pasear ... *(Move your whole hand)*
!Y los cinco patitos regresaron con mamá! *(Hold up three fingers)*

### THREE LITTLE DUCKS

Three little ducks went out to play
Over the hill and far away. *(Put fingers together move them as if traveling up and down mountains)*
Mother duck said: "quack, quack, quack, quack" *(Open and close hand like a duck's beak with each "quack")*
But only two little ducks came back. *(Hold up two fingers)*

Two little ducks went out to play... *(Repeat with two fingers)*
But only one little ducks came back.

One little duck went out to play... *(Repeat with one finger)*
But none of the three little ducks came back. *(Place hands behind back)*

Sad mother duck went out one day... *(Move your whole hand)*
And all of the three little ducks came back. *(Hold up three fingers)*

## SONGS

### EL GALLO PINTO

(Traditional from Colombia)

El gallo pinto se durmió *(Lay head on top of both hands placed together)*
y esta mañana no cantó, *(Pretend to sing)*
todo el mundo espera su cocoricó *(Cross arms and tap foot as if waiting)*
el sol no salió por que aún no lo oyó. *(Cup hand to ear)*

### THE LITTLE ROOSTER FELL ASLEEP

(Translated by Paola Ferate-Soto)

The little rooster fell asleep *(Lay head on top of both hands placed together)*
And this morning he didn't sing, *(Pretend to sing)*
Every one is waiting for his cock-a-doodle-doo *(Cross arms and tap foot as if waiting)*
The sun didn't rise since the rooster fell asleep. *(Cup hand to ear)*

### LA DANZA DEL PAVO (O GUAJALOTE)
(Translated by Paola Ferate-Soto)
(Sing to the tune of the "Hokey Pokey.")

Metes tu ala izquierda,
sacas tu ala izquierda,
metes tu ala izquierda
y la sacudes muy bien.
Bailas la danza del pavo
luego te das la vuelta
y eso es todo
metes tu ala izquierda
y la sacudes muy bien.

Versos siguientes:
...ala derecha...
...muslo izquierdo...
...muslo derecho...
...tus plumas de la cola...
...tu cabeza...
...tu cuerpo de pavo...

### THE TURKEY DANCE
(Sing to the tune of "The Hokey Pokey.")

You put your left wing in,
You put your left wing out,
You put your left wing in,
And you shake it all about.
You do the turkey dance,
And you turn yourself around,
That's what is all about.

Verses:
...your right wing...
...your left thigh...
...your right thigh...
...your tail feathers...
...your head...
...your turkey body...

## PUPPET SHOW

### LA GALLINITA ROJA Y LOS GRANOS DE MAIZ
("The Little Red Hen and the Grain of Corn" adapted by Paola Ferate-Soto)

Puppets:
- Red Hen
- Cat
- Dog
- Mouse

Props:
- Grains of corn
- Watering can
- Stove
- Pan
- Dish
- Tortilla (made out of paper)
- Enchilada (made out of a rolled circle piece of paper)

Narrator: Había una vez un gato, un perro, un ratón y una gallinita roja que vivían juntos. La gallinita roja al contrario de sus compañeros, era muy hacendosa. Se pasaba el día trabajando, limpiando, barriendo, lavando y cocinando. Mientras tanto los otros holgazanes se pasaban el día sin hacer nada más que tomar la siesta, comer y soñar. Una madrugada, cuando apenas salía el sol, la gallinita roja estaba barriendo como de costumbre y se encontró unos granos de maíz.

**La gallinita roja:** ¿Quién me ayudará a plantar estos granos de maíz?

**Narrator:** Y así le contestaron sus compañeros:

**El gato:** ¡Yo no!

**El perro:** ¡Yo tampoco!

**El ratón:** ¡Y yo mucho menos!

**La gallinita roja:** ¡Pues entonces yo lo haré!

**Narrator:** Y dicho y hecho. La gallinita plantó los granos de maíz y todas las mañanas salió a regarlos y a cuidadosamente quitarle las malezas. Poco a poco esas semillas se convirtieron en unas plantas grandes de maíz con muchas mazorcas.

**La gallinita roja:** ¿Quién me ayudará a cosechar estas mazorcas?

**Narrator:** Y así le contestaron sus compañeros:

**El gato:** ¡Yo no!

**El perro:** ¡Yo tampoco!

**El ratón:** ¡Y yo mucho menos!

**La gallinita roja:** ¡Pues entonces yo lo haré!

**Narrator:** Y dicho y hecho. Una vez recogidas las mazorcas la gallinita preguntó:

**La gallinita roja:** ¿Quién me ayudará a desgranar estas mazorcas?

**Narrator:** Y así le contestaron sus compañeros:

**El Gato:** ¡Yo no!

**El Perro:** ¡Yo tampoco!

**El Raton:** ¡Y yo mucho menos!
**La gallinita roja:** ¡Pues entonces yo lo haré!

**Narrator:** Y dicho y hecho. Una vez desgranado las mazorcas, la gallinita preguntó:

**La gallinita roja:** ¿Quién me ayudará a moler el maíz?

**Narrator:** Y así le contestaron sus compañeros:

**El gato:** ¡Yo no!

**El perro:** ¡Yo tampoco!

**El ratón:** ¡Y yo mucho menos!

**La gallinita roja:** ¡Pues entonces yo lo haré!

**Narrator:** Y dicho y hecho. Ya molido el maíz la gallinita preguntó:

**La gallinita roja:** ¿Quién me ayudará a armar y cocinar las tortillas y hacer las enchiladas?

**Narrator:** Y así le contestaron sus compañeros:

**El gato:** ¡Yo no!

**El perro:** ¡Yo tampoco!

**El ratón:** ¡Y yo mucho menos!

**La gallinita roja:** ¡Pues entonces yo lo haré!

**Narrator:** Y dicho y hecho. La gallinita roja armó las tortillas y las puso en el comal. Luego hizo una rica salsa de tomate con chile. Untó las tortillas, les puso queso, las envolvio y las puso en el sartén. Muy pronto el aroma de las enchiladas se esparció por toda la casa. Y la gallinita preguntó:

**La gallinita roja:** ¿Quién me ayudará a comer estas enchiladas?

**Narrator:** Y así le contestaron sus compañeros:

**El gato:** ¡Yo!

**El perro:** ¡Yo tambien!

**El raton:** ¡Y por supuesto yo!

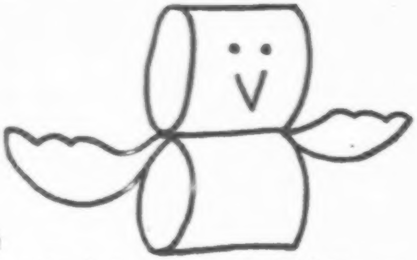
**La gallinita roja:** ¡No, no y no! Así no puede ser. Yo solita sembré los granos de maíz, yo solita los regué y los cuidé. Yo solita coseché las mazorcas y las desgrané. Yo solita molí el maíz, armé las tortillas y preparé las enchiladas. ¡Por eso yo solita me las voy a comer!

**Narrator:** Y colorín colorado, este cuento se ha acabado.

## CRAFT

### CHICKEN

(Adapted from *Storytime Crafts* by Kathryn Totten)



**Materials**

- Construction paper
- Pattern for wings
- Glue
- Markers

**Directions**

Cut two strips 2" X 8 ½ construction paper and a pair of wings for each child. Cut out wings for each child using the pattern at the end of this chapter. The children glue (or staple with an adult's help) the ends of the paper strips together to form two rings and glue the wings between the two rings as shown in the illustration. They then glue the two rings together. The chicken face can be drawn with markers, or eyes and a beak made of construction paper can be glued to the face.

## MUSICAL RECORDINGS

"Many Colors" on *Universe of Song* by María del Rey.

"Mi gallo," "Cinco pollitos," and "La pata" on *Diez deditos / Ten Little Fingers & Other Play Rhymes and Action Songs from Latin America* by José-Luis Orozco.

# TEXAS QUIERE DECIR: AMIGOS / TEXAS MEANS FRIENDS

## A PROGRAM FOR TODDLERS

## BOOKS TO SHARE

*¡Adiós! ¡Hola!* by Barbara Shook Hazen.

*La hamaca de la vaca, o, Un amigo más* by Alma Flor Ada.

*Llaman a la puerta* by Pat Hutchins.

*Three Friends: A Counting Book / Tres amigos: Un cuento para contar* by María Cristina Brusca.

*Willie y Hugo* by Anthony Browne.

## BULLETIN BOARD

### AMIGOS/FRIENDS

Cut out silhouettes of girls and boys from a die-cut or from the pattern provided. Pin them to the bulletin board so that they appear to be holding hands. Write the first names of the children who visit your library on the silhouettes in silver or gold markers. Surround the bulletin board with yellow roses to symbolize friendship. Across the top of the bulletin board, write "Amigos/ Friends."

## DECORATIONS

Place vases of fresh or silk yellow roses in your library.

## SONGS

### ENTRE MAS JUGUEMOS JUNTEMOS

(Translated by Paola Ferate-Soto)

Entre más juguemos juntos, muy juntos, muy juntos,
Entre más juguemos juntos, más contentos estaremos.
Tus amigos son mis amigos y mis amigos son tus amigos,
Entre más juguemos juntos, más contentos estaremos.

### THE MORE WE GET TOGETHER

The more we get together, together, together,
The more we get together, the happier we'll be.
'Cause your friends are my friends, and my friends are your friends,
The more we get together, the happier we'll be.

### HASTA LUEGO

(By Paola Ferate-Soto)

(Sing to the tune of "My Darlin' Clementine.")

Hasta luego, amiguitos,
Until next time my friends,
Otro día nos veremos,
Si señores, otra vez.

### GOODBYE, MY FRIENDS
Goodbye, my friends,
Until next storytime,
Goodbye my friends
We will see you again.

### NARANJA DULCE
Naranja dulce,
Limón partido
Dame un abrazo
Que yo te pido.

### SWEET ORANGE
Sweet and round orange,
A slice of lemon,
Please love so sweet,
Give me a hug.

### PIMPON
(Make a flannelboard from this traditional story song from Mexico. It is on the CD, *Diez Deditos / Ten Little Fingers & Other Play Rhymes and Action Songs from Latin America* by José-Luis Orozco.)

Pimpón es un muñeco con manos de cartón
se lava la carita con agua y con jabón. *(Pretend to wash face)*
Se desenreda el pelo con peine de marfil
Y aunque no le gusta, no llora, ni hace así. *(Make an unhappy face)*
Pimpón dame la mano con un fuerte apretón,
que quiero ser tu amigo Pimpón, Pimpón, Pimpón. *(Shake hands)*
Y cuando las estrellas, comienzan a salir,
Pimpón se va a la cama, Pimpón se va a dormir. *(Lay head on hands and close eyes)*

### PIMPON
(Translated by Paola Ferate-Soto)

Pimpon is a boy doll with hands of cardboard.
He washes his face with water and with soap. *(Pretend to wash face)*
He takes out his tangles with an ivory comb,
And even though he dislikes it, he doesn't cry at all. *(Make an unhappy face)*
Pimpon give me your hand, let's give a shake of hands,
I want to be your friend, Pimpon, Pimpon, Pimpon. *(Shake hands)*
And when the stars above us start to rise up high,
Pimpon climbs up in bed, Pimpon goes right to sleep. *(Lay head on hands and close eyes)*

## CRAFT

### MARACAS
(Adapted from *I Can Make Gifts by* Mary Wallace)

**Materials**
- Pill container with childproof lid or film canister
- Beads, beans, or something that will rattle in the pill container
- Spoon

Polyester stuffing
Sock

Directions

Provide the children with the craft supplies and let them make maracas with the help of their parents. First, they pour a spoonful of beads into the pill or film container and lock the lid. They then cover the container with the stuffing to form a ball, push the ball into the toe of the sock, and tie a knot and pull very tight. When they are finished, put on a recording of some lively music and let them play their maracas.

## GAMES AND ACTIVITIES

### LOS ELEFANTES

(When singing this traditional rhyme from Latin America, choose a child to be the first elephant. He/she sings the song or recites the chant and at the end chooses another child. Each new child chooses another until all of the children are chosen. At the end the spider's web is so heavy that all the children "fall" to the ground. You may listen to version of the song on the Texas State Library's Día de los Niños/Día de los libros page at www.tsl.state.tx.us/ld/projects/ninos/songsrhymes.html.)

Un elefante se balanceaba sobre la tela de una araña,
como veía que resistía fué a llamar a un camarada.

Versos siguentes:
Dos elefantes...
Tres elefantes...
Cuatro elefantes...
Cinco elefantes...
Seis elefantes...
Siete elefantes...
Ocho elefantes...
Nueve elefantes...
Diez elefantes...

### THE ELEPHANTS

(Translated by Paola Ferate-Soto)

One elephant went out to swing on a spider's web one day.
Since the web was tough and strong, he called over another friend.

Verses:
Two elephants…
Three elephants…
Four elephants…
Five elephants…
Six elephants…
Seven elephants…
Eight elephants…
Nine elephants…
Ten elephants…

## MUSICAL RECORDINGS

"Adios Amigos" on *Diez deditos / Ten Little Fingers & Other Play Rhymes and Action Songs from Latin America* by José-Luis Orozco.

"Rice with Milk / Arroz con leche" on *Universe of Song* by María Del Rey.

"La muñeca fea" on *Serie platino* by Cri-Cri.

"Viva la media naranja" on *Vol. 1 - Lírica infantil* by José-Luis Orozco.

## WEB SITE

Día de los niños / Día de los libros
www.tsl.state.tx.us/ld/projects/ninos/songsrhymes.html

# QUIQUIRI-MU / COCKADOODLE-MOO

## A PROGRAM FOR PRESCHOOLERS

## BOOKS TO SHARE

*El día que la boa de Jimmy se comió la ropa* by Trinka Hakes Noble.
*El día que el perro dijo, "¡Quiquiriquí!"* by David McPhail.
*Mi primera vista a la granja* by José María Parramón.
*Quiero a los animales* by Flora McDonald.
*Si le das un panqueque a una cerdita* by Laura Numeroff.
*La verdadera historia de los tres cerditos* by Jon Scieszka.

## BULLETIN BOARD

### BARNYARD ANIMALS

Draw a barnyard and create a farm scene with different farm animals made from die cuts, or display book jackets with farm animal on the cover. Print the names of the animals in both English and Spanish, e.g., vaca/cow, caballo/horse, chicken/pollo, cerdo/pig, etc. Glue these on bright colored paper and display them next to appropriate books.

## DECORATIONS

Decorate the storytime area with stuffed farm animals.

## FINGERPLAY

### LOS CINCO MARRANOS

(When singing this traditional Columbian song, squeeze each fingertip as you recite this rhyme, starting with the little finger.)

Este marrano compró un huevito.
Este lo partió.
Este lo cocinó.
Este le echó la sal.
Y este pícaro gordo se lo comió.

### THE FIVE PIGS

This little pig bought an egg.
This one broke it.
This one cooked it.
This one put salt.
And this little fat one ate it all up.

## SONGS

### CONOSCO UNA VIEJA

(This traditional song, "I Know an Old Lady Who Swallowed a Fly," is translated by Paola Ferate-Soto.)

Conosco una vieja que se tragó una mosca.

Por abrir la boca, se tragó la mosca.
A lo mejor se muere.
Conosco una vieja que se tragó una araña.
Que tejía y se movía y le hacía cosquillas.
Se tragó la araña para que atrapara la mosca.
Por abrir la boca, se tragó la mosca.
A lo mejor se muere.

Conosco una vieja que se tragó a un canario.
Y con mucho entusiasmo, se tragó al canario.
Se tragó al canario para que atrapara a la araña que tejía y se movía y le hacía cosquillas.
Se trago la araña para que atrapara la mosca.
Por abrir la boca, se tragó la mosca.
A lo mejor se muere.

Conosco una vieja que se tragó un gato.
Que tan pato, tragarse a un gato.
Se tragó al gato para que agarrara al canario...

Conosco una vieja que se tragó un perro.
Que tal eso el de tragarse a un sabueso.
Se trago al perro para que atrapara al gato...

Conosco una vieja que se tragó una cabra.
Sin decir palabra, se tragó a la cabra.
Se tragó a la cabra para que atrapara al perro...

Conosco una vieja que se tragó una vaca.
Que lata será, tragarse una vaca.
Se tragó a la vaca para que atrapara a la cabra...

Conosco una vieja que se tragó un caballo.

Pero ya me cayo, pues la pobre paso al papayo.
Se murió.

## I KNOW AN OLD LADY WHO SWALLOWED A FLY

I know an old lady who swallowed a fly.
I don't know why she swallowed a fly.
Perhaps she'll die.

I know an old lady who swallowed a spider.
That wiggled and jiggled and tickled inside her.
She swallowed the spider to catch the fly.
But I don't know why she swallowed a fly.
Perhaps she'll die.

I know an old lady who swallowed a bird.
How absurd to swallow a bird.
She swallowed the bird to catch the spider…

I know an old lady who swallowed a cat.
Just think of that, she swallowed a cat.
She swallowed the cat to catch the bird…

I know an old lady who swallowed a dog.
What a hog to swallow a dog.
She swallowed the dog to catch the cat…

I know an old lady who swallowed a goat.
Popped open her throat and in went the goat.
She swallowed the goat to catch the dog…

I know an old lady who swallowed a cow.

Don't ask me how she swallowed that cow.
She swallowed the cow to catch the goat…

I know an old lady who swallowed a horse.
She's dead of course.

## EL VIEJO JUANCHO

(This translation of "Old McDonald Had a Farm" is by Paola Ferate-Soto.")

El viejo Juancho tenía una granja, iai, iai, oo.
Y en su granja tenía un marrano, iai, iai, oo.
Con su oink, oink aquí, con su oink, oink allí,
Aquí oink, allí oink, en todos lados oink, oink.
El viejo Juancho tenía una granja, iai, iai, oo.

**Versos siguientes:**
Vaca: mu, mu
Pollito: pío, pío
Caballo: neigh, neigh
Oveja: bee, bee
Perro: guau, guau
Gato: miau, miau
Pato: cuac, cuac

## OLD MACDONALD

Old MacDonald had a farm, ee, ii, ee, ii, oo.
And on his farm he had a cow, ee, ii, ee, ii, oo.
With a moo, moo here, and a moo, moo there,
Here a moo, there a moo, everywhere a moo, moo.
Old MacDonald had a farm, ee, ii, ee, ii, oo.

**Verses:**
Pig: oink, oink
Chick: cluck, cluck
Horse: híiiii , iiiiou
Sheep: baa, baa
Dog: arf, arf
Turkey: gooble, gooble
Cat: meow, meow
Duck: quack, quack

## BINGO

(This translation of "Bingo" is by Paola Ferate-Soto. It is sung in the same manner in Spanish as in English. Insert the correct Spanish pronunciation for each of the letters as shown below. Flannel board letters will help the children know what letter to sing.)

B = Beh
I = Ee
N = Ehneh
G = He
O = Oh

Un granjero tenía un perrito que se llamaba Bingo.
B – I – N – G – O
B – I – N – G – O
B – I – N – G – O
que se llamaba Bingo.

**Versos:**
Second Verse: (clap) – I – N – G – O...
Third Verse:(clap) – (clap) – N – G – O...

Fourth Verse: (clap) – (clap) – (clap) – G – O...
Fifth Verse: (clap) – (clap) – (clap) – (clap) – O...
Sixth Verse: (clap) – (clap) – (clap) – (clap) – (clap)...

### BINGO

There was a farmer who had a dog and Bingo was his name-o.
B – I – N – G – O
B – I – N – G – O
B – I – N – G – O
and Bingo was his name-o.

**Verses:**
There was a farmer who had a dog and Bingo was his name-o.
Second Verse: (clap) – I – N – G – O...
Third Verse: (clap) – (clap) – N – G – O...
Fourth Verse: (clap) – (clap) – (clap) – G – O...
Fifth Verse: (clap) – (clap) – (clap) – (clap) – O...
Sixth Verse: (clap) – (clap) – (clap) – (clap) – (clap)...

## RIDDLES AND JOKES

¿Quién menea su cola de contento? ¿Quién me lame la cara en la mañana?

Who wags its tail when happy? Who licks my face in the morning?

(El perro / The dog)

¿Quién pone y pone y pone mientras le quitan y quitan?

Who lays and lays and while laying someone takes it away?

(la gallina pone huevos y se los quitan para hacer el desayuno. /
The hen lays eggs and these are taken away to make breakfast.)

## FLANNEL BOARD STORY

### LA CHIVA TERCA

(This cumulative tale, retold by Paola Ferate-Soto, may be chanted like a rap song or you may make up a melody. Use the patterns of the goat / la chiva, dog / el perro, stick / el palo, flame / el fuego, bucket of water / el agua, and bear / el oso to make a flannel board story. Place the objects onto the flannel board as you introduce them in the song. Point to each object as the tale repeats it self.)

Yo tengo una chiva muy traviesa. Un día se metió en el corral de las gallinas y por más que le pedí, no quiso salir de ahí. Este es el relato de lo que pasó.

Un día de verano, mi chivita traviesa
se metió en el corral. *(Place the goat on the flannel board)*

Coro:
Sal de ahí chivita, chivita
sal de ahí, de ese lugar.

Vamos a llamar al perro *(Place the stick on the flannel board)*
para que muerda a la chiva *(Repeat)*
El perro no quiere morder a la chiva,
la chiva no quiere salir de ahí.

Coro.

Vamos a llamar al palo, *(Place the stick on the flannel board)*
para que le pegue al perro, *(Repeat)*
El palo no quiere pegarle al perro,
El perro no quiere morder a la chiva,
la chiva no quiere salir de ahí.

Coro.

Vamos a llamar al fuego, *(Place the fire on the flannel board)*
para que queme al palo, *(Repeat)*
El fuego no quiere quemar al palo,
El palo no quiere pegarle al perro,
El perro no quiere morder a la chiva,
la chiva no quiere salir de ahí.

Coro.

Vamos a llamar al agua, *(Place the water on the flannel board)*
para que apague el fuego, *(Repeat)*
El agua no quiere apagar el fuego,
El fuego no quiere quemar al palo,
El palo no quiere pegarle al perro,
El perro no quiere morder a la chiva,
la chiva no quiere salir de ahí.

Coro.

Vamos a llamar al oso, *(Place the bear on the flannel board)*
para que se beba el agua, *(Repeat)*
El oso si quiere beberse el agua,
El agua si quiere apagar el fuego,
El fuego si quiere quemar al palo,
El palo si quiere pegarle al perro,
El perro si quiere morder a la chiva,
La chiva si quiere salir de ahí.

Gracias chivita por salir de ahí,
Gracias chivita, me haces muy feliz.

### THE NAUGHTY GOAT

I have a very naughty goat. One day it went into the chicken coop and no matter how hard I tried, it wouldn't come out. This is a story of what happened.

One summer day, my naughty goat
Went in the chicken coop. *(Place the goat on the flannel board)*

Chorus:
Get out of there, naughty goat
Get out of there, right now!

We're going to call the dog, *(Place the dog on the flannel board)*
So it will bite the naughty goat. *(Repeat)*

The dog doesn't want to bite the goat
The goat doesn't want to come out.

Chorus.

We are going to call the stick, *(Place the stick on the flannel board)*
So it will wack the dog. *(Repeat)*

The stick doesn't want to wack the dog,

The dog doesn't want to bite the goat,
The goat doesn't want to come out.
Chorus.

We are going to call the fire, *(Place the fire on the flannel board)*
So it will set the stick afire. *(Repeat)*

The fire doesn't want to light the stick,
The stick doesn't want to wack the dog,
The dog doesn't want to bite the goat,
The goat doesn't want to come out.

Chorus.

We are going to call the water, *(Place the water on the flannel board)*
So it will quelch the fire. *(Repeat)*

The water doesn't want to squelch the fire,
The fire doesn't want to light the stick,
The stick doesn't want to wack the dog,
The dog doesn't want to bite the goat,
The goat doesn't want to come out.

Chorus.

We are going to call the bear, *(Place the bear on the flannel board.)*
So it drinks up all the water. *(Repeat)*

The bear is thirsty and will drink the water,
The water is ready to squelch the fire,
The fire is ready to light the stick,
The stick is ready to wack the dog,
The dog is ready to bite the goat,
The goat, oh, look it's already out,
"Attaboy" my wonderful goat,
"Attaboy" my beautiful goat.

## CRAFT

### PIG PUPPET

(Adapted from *Storytime Crafts* by Kathryn Totten)
(For storytime, tape a pig snout to each child before reading stories about the farm.)

**Materials**
- Small paper bag
- Pig face pattern
- Glue

**Directions**

Copy a pig for each child using the pig pattern at the end of this chapter. The children glue the pattern to the end of a small paper bag and color it.

## GAMES AND ACTIVITIES

### LA BELLA HORTELANA

(Traditional from Latin America)

Cuando siembra la bella hortelana,
Cuando siembra, siembra así. *(Pretend you are planting a seed)*
Va sembrando poco a poco,

luego pone las manos así. *(Fold hands on lap)*
Cuando riega la bella hortelana
Cuando riega, riega así. *(Pretend you are watering a seed)*
Va regando poco a poco,
luego pone las manos así. *(Fold hands on lap)*

Versos siguientes:
...trilla así...
...muele así...
...amasa así...
...se sienta así...
...come así.
...se despide así.

### THE BEAUTIFUL GARDENER

(Translated by Paola Ferate-Soto and Nohemi López)

When the beautiful gardener plants,
She plants like this, plants like this. *(Pretend you are planting a seed)*
She starts planting little by little,
Then she folds her arms like this. *(Fold hands on lap)*
When the beautiful gardener waters the plants
She waters the plants like this. *(Pretend you are watering a seed)*
She starts watering little by little
Then she folds her arms like this. *(Fold hands on lap)*

Verses:
...threshes...
...grinds the corn...
...kneads
...sits
...eats
...says goodbye

## MUSICAL RECORDINGS

"El burrito" and "Los caballitos" on *Grandes éxitos Cri-Cri, Digital 2* by Francisco Gabilondo Soler.
"Old Mc Donald" on *Universe of Song* by María del Rey.

## VIDEO

*¿Eres tú mi mamá?* (10 minutes)

# SAPOS CACHONES Y RANAS SALTONAS / HORNY TOADS AND JUMPING FROGS

## A PROGRAM FOR PRESCHOOLERS

## BOOKS TO SHARE

*Froggy se viste* by Jonathan London.
*El perro del cerro y la rana de la sabana* by Ana María Machado.
*El príncipe rana* by Mary Lewis Wang.
*Sapo enamorado* by Max Velthuijs.
*El sapo que no quería comer* by Martha Sastrías.
*Salta ranita, salta* by Robert Kalan.

## BULLETIN BOARD

### FROG POND

Cover a bulletin board with blue paper. Decorate it with lily pads made from green construction paper circles traced from coffee cans. Trace frogs from the pattern provided at the end of this chapter and place them on the lilly pads. Draw fish or reeds.

## DECORATIONS

Display books about toads and frogs. Surround them with frog and toad puppets and stuffed animals, or with origami frogs.

## ACTIVITY

Outline the shape of a lily pad on the floor of the program room with masking tape and have children sit in it and pretend to be frogs.

## RHYME

### SANA QUE SANA

(This traditional rhyme from Latin America is told when a child hurts him or herself. While it is being chanted, the adult massages or caresses the part of the child's body that is hurting. You may listen to it on the Texas State Library's Día de los niños/Día de los libros web page at www.tsl.state.tx.us/ld/projects/ninos/songsrhymes.html)

Sana que sana,
colita de rana,
si no sanas hoy,
sanarás mañana.

### HEAL, HEAL

(Translated by Paola Ferate-Soto)

Heal, heal
frog's tail
if it doesn't heal today
tomorrow it will.

## FINGERPLAY

### TRES RANITAS PECOSAS

(This version of the traditional rhyme, "Three Little Leopard Frogs" is translated into Spanish by Paola Ferate-Soto.)

Tres ranitas pecosas *(Put three fingers from one hand over the other arm)*
Sentadas estaban sobre un tronco
Comiendose unos deliciosos bichos. *(Pretend you are eating something delicious)*
¡Yum, yum!
Una se saltó de un brinco *(Point one finger down)*
Al agua fresca y refrescante
Y quedaron dos rantitas pecosas.

Dos ranitas pecosas... *(Repeat rhyme with two fingers on arm)*
Una ranita pecosa... *(Repeat rhyme with one finger on arm)*

### THREE LITTLE LEOPARD FROGS

Three little leopard frogs
Sitting on a leopard log
Eating the most delicious bugs.
Yum, yum!
One jumped into the pool
Where it was nice and cool
Then there were two little leopard frogs.
Glub, glub.

Two little leopard frogs…
One little leopard frog…

## SONG

### CUCU, CUCU

(You may listen to this traditional rhyme on the Texas State Library's Día de los niños/Día de los libros web page at www.tsl.state.tx.us/ld/projects/ninos/songsrhymes.html.)

Cucú, cucú, cantaba la rana
Cucú, cucú, debajo del agua.
Cucú, cucú, pasó un caballero
Cucú, cucú, con capa y sombero.
Cucú, cucú, pasó una señora
Cucú, cucú, con traje de cola.
Cucú, cucú, pasó un marinero
Cucu, cucu, vendiendo romero.
Cucú, cucú, le pidió un ramito
Cucú, cucú, y no se lo dió
Cucú, cucú, se puso a llorar.

### CUCU, CUCU

(Translated by Paola Ferate-Soto)

Cucu, cucu, the froggie was singing
Cucu, cucu, underneath the water.
Cucu, cucu a gentleman passes
Cucu, cucu with a cape and a hat.
Cucu, cucu a lady goes walking
Cucu, cucu with her long long skirt.
Cucu, cucu a sailor goes bye
Cucu, cucu selling rosemary.
Cucu, cucu she wanted an branch
Cucu, cucu and he wouldn't sell it
Cucu, cucu she left very sad.

## CRAFT

### FROG

*(Adapted from* Storytime Crafts *by Kathryn Totten)*

**Materials**

Frog pattern (at the end of this chapter)
Green Construction
Stiff paper
Colors
Stapler
Scissors

**Directions**

In advance, copy the frog pattern, glue it onto green construction paper, and cut it out. The children will color the frog, and with the help of their parents, cut along the outline of the tabs, and fold the rear legs along the dotted lines. Then they will bend the body under and fold the tabs down and staple, as shown in the illustration. The frog will jump when pushed lightly on the head.

## GAMES AND ACTIVITIES

### LEAP FROG

Divide children into two groups. Half of the children will be frogs, and the other half will be the lily pads. Form a line of lily pads, they will squat down and tuck their head and shoulders. The line of frogs will "leap" over the lily pads by placing their hands on the player's shoulders and vault over them with legs apart. After that frog has leaped over all the lily pads, he or she will become a lily pad. When the last frog has jumped, the first lily pad will become a frog and the game will continue until each child has had a turn.

## MUSICAL RECORDINGS

"Sana, sana" on *Vol. 1 - Lírica infantil* by José-Luis Orozco.
"Heal, Heal / Sana, sana" on *Universe of Song* by Maria Del Rey.

## ¡ES HORA DE FESTEJAR! / FIESTA TIME!

## A PROGRAM FOR FAMILIES

## BOOKS TO SHARE

*Azulín visita a México* by Virginia Poulet.
*¡Fiesta!* by Ginger Fogleson Guy.
*A Gift From Papa Diego / Un regalo de papá Diego* by Benjamin Alire Sáenz.
¡Qué sorpresa de cumpleaños! *by Loretta López.*
*Salsa* by Lillian Colón-Vila.
*El viejo y su puerta* by Gary Soto.

## BULLETIN BOARD

### CELEBRATE!

Attach colorful balloons to the border of the bulletin board and display photos of parades and celebrations from around the world.

## DISPLAY

### FIESTAS!

Display books about fiestas and celebrations from around the world, sprinkle confetti and hang or drape colorful crepe paper streamers and balloons around them.

## POEM

*Read a poem from* My Mexico / México mío *by Tony Johnston.*

## SONG

### LA CUCARACHA

Coro:
La cucaracha, la cucaracha,
ya no puede caminar,
porque no tiene, porque le falta,

la patita principal.

Dicen todas estas niñas,
que yo soy la más chiquita,
si señor eso es muy cierto,
y también la más bonita.

Coro.

### THE LITTLE COCKROACH

(Translated by Paola Ferate-Soto)

Chorus:
The little cockroach, the little cockroach,
Can no longer take a walk,
Because she is missing, because she's lacking.
One of her legs in the back.

All the girls that like to gossip,
Keep saying that I'm the smallest,
Well, yes sir, that is the truth,
But I'm also the most beautiful!

Chorus.

## FLANNEL BOARD

Tell "El gallo elegante / The Elegant Rooster" from *Multicultural Folktales: Stories to Tell Young Children* by Judy Sierra & Robert Kaminski.

## CRAFT

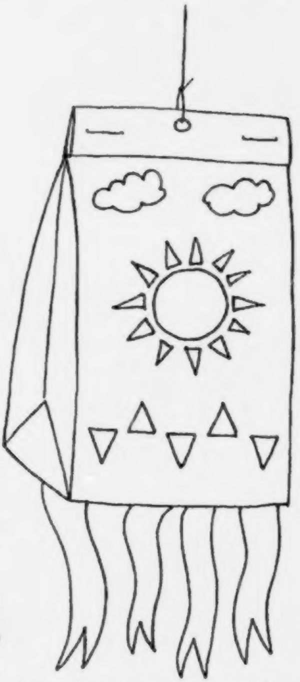
### PAPER BAG PINATA

*(Adapted from* Look What You Can Make With Paper Bags: Over Ninety Pictured Crafts and Dozens of Other Ideas *by Judy Burke)*

**Materials**

Paper grocery bags
Streamers
Stickers
Markers
Glue
Construction paper
Treats and small party favors
Newspaper or tissue paper
String
Scissors

**Directions**



The children decorate the paper bags with stickers, streamers, markers, construction paper and any other materials available.

While the librarian fills the piñata with candy and small party favors, let the children tear up the tissue paper or newspaper into strips. The librarian then inserts the strips of paper into the bag as filler, folds the open end of the bag, and staples it closed as shown in the illustration. Punch holes in the folded end of the paper bag Thread a 3-foot long string through each of the holes and knot the ends. Hang the piñata from the string and let the children break it.

# NUESTRAS FAMILIAS /
# OUR FAMILIES

## A PROGRAM FOR FAMILIES

### BOOKS TO SHARE

*Besos mágicos* by Ana María Machado.
*La estupenda mamá de Roberta* by Rosemary Wells.
*Hairs / Pelitos* by Sandra Cisneros.
*In My Family / En mi familia* by Carmen Lomas Garza.
*Sip, Slurp, Soup, Soup / Caldo, caldo, caldo* by Diane Gonzalez Bertrand.
*Los tres cerdos / The Three Pigs: Nacho, Tito, and Miguel* by Bobbi Salinas.

### BULLETIN BOARD

**MY FAMILY / MI FAMILIA**

Ask children to bring a drawing or photo of their families to display on the board. Surround the photos and drawings with a colorful boarder and at the top write the words, "My Family / Mi familia."

### DECORATIONS

Arrange books about families on display tables. Surround them with framed photographs of family members.

### GAMES AND ACTIVITIES

The following games are from *Pin the Tail on the Donkey* by Joanna Cole.

**THE LIMBO**

Play lively music while two adults hold a yardstick or broom. The children form a line and bend backward to walk under the pole without touching it. After all the children have a turn, the adults lower the pole a bit. The children go under it again and again, and each time they do the pole is lowered until very few can go under it. Anyone who touches the pole is out.

**LET'S CONGA**

Play "Conga" on *Greatest Hits* by Gloria Estefan or a Latin hit of your choice.

Tell the children to form a line and hold onto the waist of the person in front of them. Tell them to sing along with the music or else tell them to repeat "Everybody do the conga. Let's do the conga now!" The children take one step forward, stop, and put out their right foot. Then they take one forward, stop, and put out left foot, etc.

### MUSICAL RECORDINGS

"La bamba," "Rice With Milk," and "Many Colors" on *Universe of Song* by María del Rey.
"El casamiento de los palomos" on *Grandes éxitos Cri-Cri, Digital 2* by Francisco Gabilondo Soler.
"De colores," "La pulga de San José," and "Guantanamera" on *Vol 1 - Lírica infantil* by José-Luis Orozco.

# RHYMES

## LA ARANA PIRULINA

(Traditional rhyme from Mexico)

La araña Pirulina
Por la pared se subió
Y mi tia Catalina
Con la escoba la barrio.

## THE LITTLE SPIDER PIRULINA

(Translated by Paola Ferate-Soto)

The little spider Pirulina
Climbed slowly up the wall
Here comes Aunt Catalina
And swaps her with the broom.

## MI TIO

(Traditional rhyme from Colombia)

Mi tío, mi tío, llegó de Puerto Rico,
y me trajo un bonito abanico.
Mi tío, mi tío, se fue a tierra extranjera,
y me trajo de vuelta unas lindas tijeras.
Mi tío, mi tío, volvió desde Marruecos,
y me trajo de vuelta unos bonitos suecos.
Mi tío, mi tío, viajó hasta el Japón,
y me trajo de vuelta un jueguito de ping-pong.
Mi tío, mi tío, pasaba por Peking,
y me trajo de vuelta un lindo balancín.
Mi tío, mi tío, paseaba por Perú,
y me trajo de vuelta un amigo que eres tú!

## MY UNCLE

(Translated by Paola Ferate-Soto)

Mi uncle, my uncle just came from Puerto Rico,
And he brought me a very pretty fan.
My uncle, my uncle, left to go overseas,
And he brought back a pretty pair of scissors.
My uncle, my uncle, came back from Morocco,
And on his way back he brought me some great shoes.
My uncle, my uncle, traveled to Japan,
And when he came back he brought a ping pong game.
My uncle, my uncle passed by Peking,
And he brought back a titer tater machine.
My uncle, my uncle, traveled to Peru,
And guess what he brought back: A friend like you!

# FINGERPLAY

## TRES MONITOS SALTANDO EN LA CAMA

(This translation of the traditional rhyme, "Three Little Monkeys" is by Paola Ferate-Soto.)

Tres monitos saltando en la cama.
Uno se cayó y la cabeza se pegó,
Mamá llamó al doctor y el doctor le dijo:
"¡No más monos saltinbanques en la cama!"

Dos monitos saltando en la cama,
Uno se cayó y la cabeza se pegó,

Mamá llamó al doctor y el doctor le dijo,
"¡No más monos saltinbanques en la cama!"

Un monito saltando en la cama,
Ese se cayó y la cabeza se pegó,
Mamá llamó al doctor y el doctor le dijo,
"¡No más monos saltinbanques en la cama!"

### THREE LITTLE MONKEYS

Three little monkeys jumping on the bed,
One fell off and bumped his head,
Mamma called the doctor and the doctor said,
"No more little monkeys jumping on the bed!"

Two little monkeys jumping on the bed,
One fell off and bumped his head,
Mamma called the doctor and the doctor said,
"No more little monkeys jumping on the bed!"

One little monkey jumping on the bed,
He fell off and bumped his head,
Mamma called the doctor and the doctor said,
"No more little monkeys jumping on the bed!"

## POEM

### AMOR FILIAL

(The following poem by Amado Nervo is about "family love," the love a child has for both of his/her parents.)

Yo adoro a mi madre querida,
yo adoro a mi padre también;
ninguno me quiere en la vida
como ellos me saben querer.

Si duermo, ellos velan mi sueño;
si lloro, estan tristes los dos;
si rio, su rostro es risueño:
mi risa es para ellos el sol.

Me enseñan los dos con inmensa
ternura a ser bueno y feliz.
Mi padre por mi lucha y piensa;
mi madre ora siempre por mi.

Yo adoro a mi madre querida,
yo adoro a mi padre también;
ninguno me quiere en la vida
como ellos me saben querer.

### FAMILY LOVE

(Translated by Josefina Rodriguez-Gibbs and Nohemi López)

I adore my dear mother,
I adore my dear father too;
No one loves me as much
As they know how to love me.

When I sleep, they keep watch over me;
When I cry they are sad with me;
When I laugh they smile with me:
My laugh is the sunshine for them.

They tenderly teach me
to be happy and nice.

My father does his best for me;
My mother prays always for me.

I adore my dear mother,
I adore my dear father too.
No one loves me as much
As they know how to love me.

## CRAFT

### TREE OF LIFE CANDLESTICK

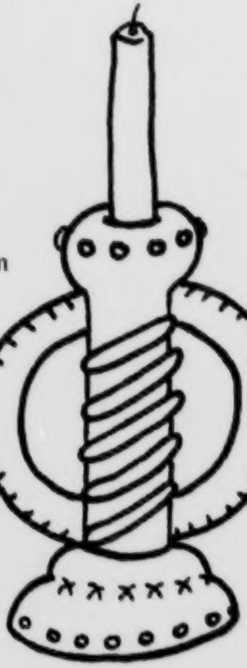
(Adapted from *Traditional Crafts from Mexico and Central America* by Florence Temko)

Materials

- Play dough or clay
- Toothpicks or wire
- Tempera Paint
- Birthday candle

Directions

Make a Tree of Life Candlestick in advance to display, and then let the children follow these directions and make their own. If clay is used, moisten the ends of the parts to connect them. Roll a ball of dough about 2 inches in diameter and flatten the bottom to make the base of the candle stick. Roll a lump of dough into a pole about 4 inches long and ¼ inch thick to form the trunk of the tree. Join the base and the trunk as shown in the illustration. If the trunk bends, push one or two toothpicks down the middle to keep it straight. For the branches, roll each of two dough balls about 4 ½ inches long and ½ inch thick. Bend the branches to form half circles and attach each to the trunk. Roll a ball of dough into a 1-inch ball and with a toothpick twirl a hole big enough to hold a birthday candle. Attach it to the top of the tree truck. Shape clay into birds, flowers, or small balls of different colors and attach them to the branches and base for decorations. Paint it colorfully and insert a birthday candle for the children to light at home.



## AUDIO RECORDINGS

"El casamiento de los palomos" on *Grandes éxitos Cri-Cri, Digital 2* by Francisco Gabilondo Soler.

"La comadre Juana" on *Vol. 1 - Lírica infantil* by José-Luis Orozco.

"Mi familia," "Tortillitas," "La tia Mónica" and "Este chiquito y bonito" on *Diez deditos / Ten Little Fingers & Other Play Rhymes and Action Songs from Latin America* by José-Luis Orozco.

"Mis parientes cercanos" on *Oquixpi: Música creativa infantil* by Maruja Lenero.

# LAS ESTRELLAS RESPLANDECEN SOBRE TEXAS / STARS SHINE BRIGHT IN TEXAS

## A PROGRAM FOR FAMILIES

## BOOKS TO SHARE

*Angel's Kite / La estrella de Angel* by Angel Blanco.
*La casa adormecida* by Audrey Wood.
*Flecha al sol / Arrow to the Sun* by Gerald McDermott.
*Hijo del sol* by Sandra Martin Arnold.
*Léale a su conejito* by Rosemary Wells.
*Marcelo el murciélago / Marcelo the Bat* by Laura Navarro.
*La señora regañona* by Susana Sanromán.

## BULLETIN BOARD

### TEXAS SKIES

Cover the bulletin board with black or dark blue paper. Place the words, "Starry Nights in Texas" across the top. Cut out stars from bright yellow paper. You may do this with an Ellison machine. Cut a moon from white paper. Place the stars on the bulletin board in the form of constellations that may be seen in Texas such as the Big Dipper. Label the constellations. A star chart in an astronomy book will provide ideas.

## DISPLAY

Place books about stars and constellations and star mythology on a table or display case. Hang mobiles and soft sculptures. Sprinkle yellow stars made of construction paper.

## DECORATIONS

Make mobiles using clothes hangers, string, scissors, bright colored construction paper in star and moon shapes and decorate your room with them.

## RHYME

### SOL SOLECITO

Sol solecito
caliéntame un poquito.
por hoy y por manana
y por toda la semana.

### SUN, LITTLE SUN

(Translated by Paola Ferate-Soto)

Sun, little sun,
warm me up a bit.
All day long as well as tomorrow
and all week long.

## FINGERPLAYS

### EL MARTILLO DE JUAN Y DE ANA

(This translation of "Johnny and Annie's Hammer" is by Paola Ferate-Soto.)

Juan golpea con un martillo, un martillo, un martillo, *(Pound with right hand)*

Juan golpea con un martillo todo el día.

Ana golpea con dos martillos, dos martillos, dos martillos,
*(Pound with right and left hands)*
Ana golpea con dos martillos todo el día.

Juan golpea con tres martillos... *(Pound with right and left hands as well as with right leg)*
Ana golpea con cuatro martillos... *(Pound with right and left hands as well as with right and left legs)*
Juan golpea con cinco martillos... *(Keep moving arms, legs, and also move your head up and down)*

Juan y Ana están cansados, muy cansados, muy cansados,
*(Pretend you are falling asleep)*
Juan y Ana están cansados, todo el día.

Juan y Ana se quedan dormidos, se quedan dormidos, se quedan dormidos
Juan y Ana se quedan dormidos toda la noche

### JOHNNY AND ANNIE'S HAMMER

Johnny pounds with one hammer, one hammer, one hammer,
*(Pound with right hand)*
Johnny pounds with one hammer, all day long.
Annie pounds with two hammers... *(Pound with right and left hands)*
Johnny pounds with three hammers... *(Pound with right and left hands as well as with right leg)*
Annie pounds with four hammers... *(Pound with right and left hands as well as with right and left legs)*
Johnny pounds with five hammers... *(Keep moving arms, legs, and also move your head up and down)*

Johnny and Annie are so tired, so tired, so tired, *(Pretend you are falling asleep)*
Johnny and Annie are so tired, all day long.
Johnny and Annie are sleeping now, sleeping now, sleeping now,
Johnny and Annie are sleeping now, all night long.

### HABÍAN DIEZ EN LA CAMA

(This translation of "Roll Over" is by Paola Ferate-Soto.)

Habían diez en la cama, y el chiquitito dijo: "¡Voltéense, voltéense!"
Entonces se voltearon, y uno se cayó, ¡Ay!

Habían nueve en la cama…
Habían ocho en la cama…
Habían siete en la cama…
Habían seis en la cama…
Habían cinco en la cama…
Habían cuatro en la cama…
Habían tres en la cama…
Habían dos en la cama…
Había uno en la cama y el chiquitito dijo:
"¡Por fin solo!"

### ROLL OVER

There were ten in the bed, and the little one said, "Roll over! Roll over!"
So they all rolled over, but one fell out… Ouch!

Verses:
There were nine in the bed…
There were eight in the bed…

There were seven in the bed…
There were six in the bed…
There were five in the bed…
There were four in the bed…
There were three in the bed…
There were two in the bed…
There was one in the bed, and the little one said,
“Alone at last!”

## SONGS

### ESTRELLITA, ESTRELLITA

(This translation of “Twinkle, Twinkle, Little Star” is by Paola Ferate-Soto.)

Estrellita, estrellita,
me pregunto como estás.
Sobre el mundo, muy arriba,
como un diamante que brilla.
Estrellita, estrellita,
me pregunto como estás.

### TWINKLE, TWINKLE, LITTLE STAR

Twinkle, twinkle little star,
How I wonder what you are.
Up above the world so high,
Like a diamond in the sky.
Twinkle, twinkle, little star,
How I wonder what you are.

### FRAY SANTIAGO

Fray Santiago, Fray Santiago,
¿Duerme usted? ¿Duerme usted?
Suenan las campanas,
Suenan las campanas.
Ding, dang, dong.
Ding, dang, dong.

### ARE YOU SLEEPING?

Are you sleeping? Are you sleeping?
Brother John, Brother John.
Morning bells are ringing,
Morning bells are ringing.
Ding, dang, dong.
Ding, dang, dong.

### BUENOS DIAS

Buenos días, buenos días,
¿Cómo está? ¿Cómo está?
Muy bien gracias,
Muy bien gracias
¿Y usted? ¿Y usted?

Buenas tardes, buenas tardes,
¿Cómo está? ¿Cómo está?
Muy bien gracias,
Muy bien gracias,
¿Y usted? ¿Y usted?

Buenas noches, buenas noches,
¿Cómo está? ¿Cómo está?
Muy bien gracias,
Muy bien gracias,
¿Y usted? ¿Y usted?

### GOOD MORNING

Good morning, good morning,
How are you? How are you?
Very well I thank you,
Very well I thank you,
How about you? How about you?

Good afternoon, good afternoon,
How are you? How are you?
Very well I thank you,
Very well I thank you,
How about you? How about you?

Good evening, good evening,
How are you? How are you?
Very well I thank you,
Very well I thank you,
How about you? How about you?

## READER'S THEATER SCRIPT

### ARRIBA JUAN

The following is a song, which can be used as a reader's theater script. A mother wakes up her son so he can get to school on time. He pretends he is sick until his mother offers him ice cream.

**Mama:** Arriba Juan, arriba Juan, ya cantó el gallito.
**Juan:** Ay, no mamá, ay no mamá es muy tempranito.
**Mama:** Arriba Juan, arriba Juan, hay que ir a la escuela.
**Juan:** Ay, no mamá, ay no mamá me duele una muela.
**Mama:** Arriba Juan, arriba Juan, te compré un helado.
**Juan:** ¡Ay, sí mamá! ¡Ay, sí mamá! ¡Ya estoy levantado!

### GET UP JOHN

**Mama:** Get up John, get up John, the rooster has crowed.
**Juan:** Oh no, mommy, oh no mommy, it's too early yet.
**Mama:** Get up John, get up John, it's time to go to school.
**Juan:** Oh no, mommy, oh no mommy my back tooth is hurting.
**Mama:** Get up John, get up John, I bought ice cream for you.
**Juan:** Oh yea mommy! Oh yea mommy! I'm already up!

## STORYTELLING

"El vaquero al que no le gustaba la noche / The Cowboy Who Did Not Like the Night" adapted by Elida Guardia Bonet, and in *To the Library and Beyond! 2001 Texas Reading Club manual.*

## CRAFT

### WIND SOCK

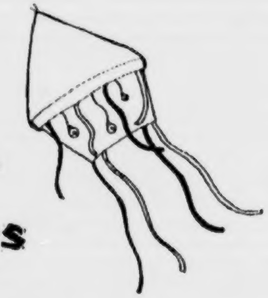
(Adapted from *Every Day is Earth Day: A Craft Book* by Kathy Ross)

**Materials**

Margarine tubs and lids
Party streamers or ribbon cut into 3 feet lengths
Metal bells (optional)
Ribbon
String

**Directions**

In advance, cut the bottom out of the margarine tub, cut the center out of the lid leaving the outer ring, and cut 3-foot lengths of the party streamers or ribbon. Children arrange the streamers around the rim of the tub so that they hang over the edge, tuck two ends of a ribbon under the lid to form a hanger, and snap the lid over the rim of the tub. They may then tie metal bells to the ends of the ribbon or to pieces of string as shown in the illustration.



## GAMES AND ACTIVITES

### LUNA LUNERA

(This is a traditional "Ring Around the Rosies" type of game. The children make a circle and hold hands. They recite the rhyme while walking in a circle. At the end of the rhyme, they fall to the ground and freeze. The child who stays still the longest wins.)

Luna lunera cascabelera,
tómate tu Milo y vete pa' la escuela.
si no quieres ir, acuéstate a dormir.

### MOON, MOON

(Translated by Paola Ferate-Soto)

Moon, moon, jingle moon,
Drink up your milk, and then go to school.
If you don't want to go, then go back to sleep!

## MUSICAL RECORDINGS

"Arrullo" on *Vol. 1 - Lírica infantil* by José-Luis Orozco.
"Duérmete mi niño" and "Los pollitos" on *De colores* by José-Luis Orozco.
"Lunada" on *Grandes éxitos Cri-Cri, Digital 2* by Francisco Gabilondo Soler.
"Las mañanitas" on *Vol. 3 - Lírica infantil* by José-Luis Orozco.

# ¡AVENTURATE! VAMOS AL OESTE / BE ADVENTUROUS! HITCH A RIDE TO WEST TEXAS!

## A PROGRAM FOR FAMILIES

## BOOKS TO SHARE

*Baby Coyote and the Old Woman / El coyotito y la viejita* by Carmen Tafolla.
*The Gullywasher / El chaparrón torrencial* by Joyce Rossi.
*Listen to the Desert / Oye al desierto* by Pat Mora.
*Pecos Bill* by Steven Kellogg.
*Say Hola to Spanish* by Susan Middleton Elya.
*Viborita de cascabel* by Te Ata.

## BULLETIN BOARDS

### A TRIP TO WEST TEXAS

Cover the bulletin board with brown paper or burlap fabric. Decorate with die cut cactus shapes or use the pattern provided. Crumple gray, brown, or black paper and attach them to the board to look like three-dimensional rocks and stones. Add tumbleweeds from the craft store.

READ ALOUD TEXAS

## DECORATIONS

Decorate the room and display tables with live cactus plants.

## POEMS

Read *Delicious Hullabaloo / La pachanga deliciosa* by Pat Mora.

## FINGER PLAYS

### DOS PAJAROS CARPINTEROS

(Adapted by Paola Ferate-Soto)
(Sing to the tune of "Two Little Dickey Birds.")

Dos pájaros carpinteros
Hacen hoyos en el saguaro, *(Index fingers tap an imaginary saguaro cactus)*
Uno se llama María y el otro Pepe.
Se va volando María, se va volando Pepe. *(Take away index fingers one at a time and hide behind your back)*
Vuelve volando María, vuelve volando Pepe. *(Bring index fingers back to the front and make them meet as if kissing each other)*

### TWO LITTLE WOODPECKERS

(Adapted by Paola Ferate-Soto.)

Two little woodpeckers
Tapping the saguaro, *(Index fingers tap an imaginary saguaro cactus)*
One named María and the other named Pepe.
Fly away María, fly away Pepe. *(Take away index fingers one at a time and hide behind your back)*
Come back María, come back Pepe. *(Bring index fingers back to the front and make them meet as if kissing each other)*

## SONGS

### COYOTE, COYOTE

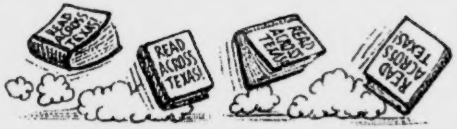
(Adapted by Nohemi Lopez)
(Sing to the tune of "Teddy Bear, Teddy Bear.")

Coyote, coyote toca el piso, *(Touch the ground)*
Coyote, coyote da la vuelta. *(Turn around)*
Coyote, coyote pega un brinco. *(Jump in place)*
Coyote, coyote toca el cielo. *(Reach up high)*
Coyote, coyote cierra los ojos. *(Close your eyes)*

### COYOTE, COYOTE

(Adapted by Nohemi Lopez)
(Use appropriate actions.)

Coyote, coyote turn around.
Coyote, coyote touch the ground.
Coyote, coyote show your shoe.
Coyote, coyote that will do.
Coyote, coyote go upstairs.
Coyote, coyote brush your hair.
Coyote, coyote turn off the light.
Coyote, coyote say good night.
Coyote, coyote duérmete.



### ESTOY LLEVANDO A CASA A UN BEBE CASCABEL

(Adapted by Paola Ferate-Soto)
(Sing to the tune of "I'm Bringing Home a Baby Bumblebee.")

Estoy llevando a casa a un bebé cascabel.
Mi mamita temblará de miedo.
Estoy llevando a casa a un bebé cascabel,
Jiss, jiss, jisssss.

### I'M BRINGING HOME A BABY RATTLESNAKE

(Adapted by Paola Ferate-Soto)
(Sing to the tune of "I'm Bringing Home a Baby Bumblebee.")

I'm bringing home a baby rattlesnake.
Won't my mama be so scared she'll shake.
I'm bringing home a baby rattlesnake,
Hiss, hiss, hiss, hisssss.

## CRAFT

### GECKO MAGNET

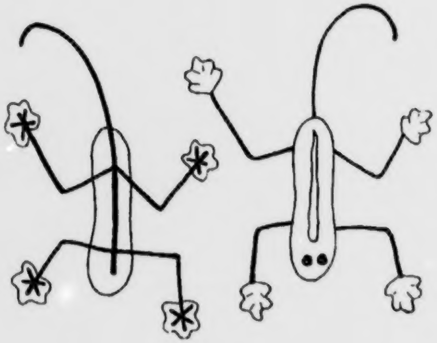
(Adapted from *Crafts for Kids Who Are Wild about Deserts* by Kathy Ross)

**Materials**

Two 12-inch brown pipe cleaners
Scissors
Glue
Wooden ice cream spoons or tongue depressors (the spoons are closer to the shape of the gecko)
Yellow tissue paper
Brown marker
Sticky-back magnet strip
Two small, black beads

**Directions**

Use the illustrations below to make a sample gecko to display, then let the children make this craft with the help of their parents and following these instructions. Cut one of the pipe cleaners into two pieces for the front and back legs. Make the front legs shorter than the back legs. Bend the pipe cleaners to shape the feet and knees. Cut a 4-inch piece from the second pipe cleaner for the tail and cut eight 1-inch pieces from the second pipe cleaner for the toes. Glue the front and back legs onto the front and back of the spoon. Glue the tail piece over the back legs so that it sticks out at the handle of the spoon. Wrap two 1-inch pieces to each foot to make toes. Cut yellow tissue paper squares and wrap them around each foot. Glue the tissue to each foot. When it is dry, put a piece of sticky-back magnet on each foot. Color the top of the gecko brown with the brown marker. Glue a strip of yellow tissue down the back and glue on two black beads for eyes.



## GAMES AND ACTIVITIES

### DON'T LET THE SCORPION BITE

This game requires at least six players and is like "Hot Potato." Use a plastic scorpion or a stick for the "scorpion." Choose one child to be the "guesser" and have him/her leave the room. Tell everyone that as long as they don't get caught with the scorpion, it won't bite them, and that they need to pass it on as fast as possible without letting the guesser know who has it. Let the children begin passing the scorpion and call the guesser into the room. He will stand in the middle of the circle. All of the children pretend to pass the scorpion. The "guesser" has three chances to guess who has the scorpion. Whoever gets caught will become the "guesser" for the next round.

### SCAVENGER HUNT

Gather small items such as a feather, a pebble, a plastic animal, etc., and hide them in the storytime area. Give the children a list of the items and a paper bag and let them hunt for them in pairs. Set a time limit and count the number of items that each child finds when the time is up. Give a prize to each child who participates, and a special prize to the one who finds the most.

## GUEST SPEAKERS

Invite a representative from the local agricultural extension department or a local nursery to do a presentation on desert plants.

Contact your zoo or a local pet shop and ask them to do a presentation on reptiles.

## MUSICAL RECORDINGS

"El burrito enfermo" on *Vol. 1 - Lírica infantil* by José-Luis Orozco.

"El chorrito" on *Grandes éxitos Cri-Cri, Digital 2* by Francisco Gabilondo Soler.

"Que llueva, que llueva" on *Diez deditos / Ten Little Fingers & Other Play Rhymes and Action Songs from Latin America* by José-Luis Orozco.

## WEB SITE

Lean to Draw an Armadillo
www.janbrett.com/learn_to_draw_an_armadillo.htm

## PROFESSIONAL RESOURCES

*Canciones infantiles: las más bellas y tradicionales canciones para niños* by Antonio Salgado.

*Ronda que ronda la ronda: juegos y cantos infantiles de Colombia* by Olga Lucía Jiménez.

"El gallo elegante / The Elegant Rooster" in *Multicultural Folktales: Stories to Tell Young Children* by Judy Sierra & Robert Kaminski.

## DISTRIBUTORS/PUBLISHERS OF BILINGUAL OR SPANISH BOOKS

Arte Público 1-800-633-ARTE
www.arte.uh.edu/

Carlex 1-800-526-3768 (Supplies for Foreign Language Teachers)
www.carlexonline.com/

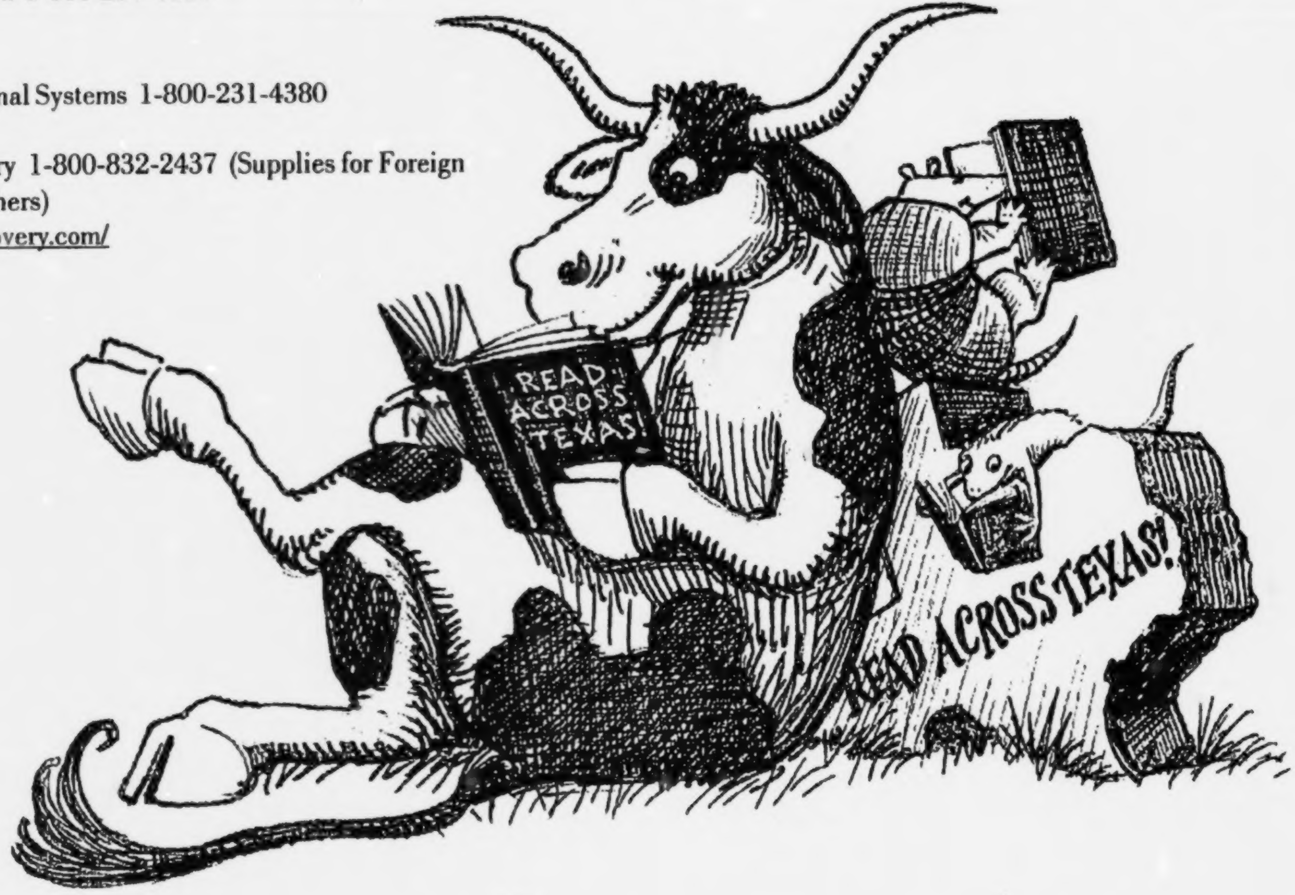
Fondo de Cultural Económica USA 1-800-532-3872
www.fceusa.com/

Lectorum 1-800-345-5946
www.lectorum.com/

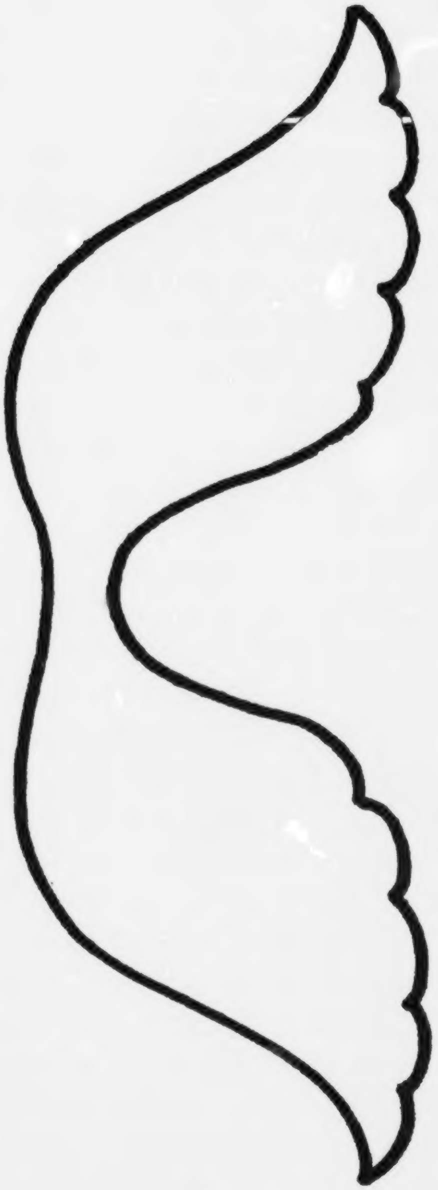
Libraries Unlimited 1-800-237-6124
www.lu.com/

National Educational Systems 1-800-231-4380

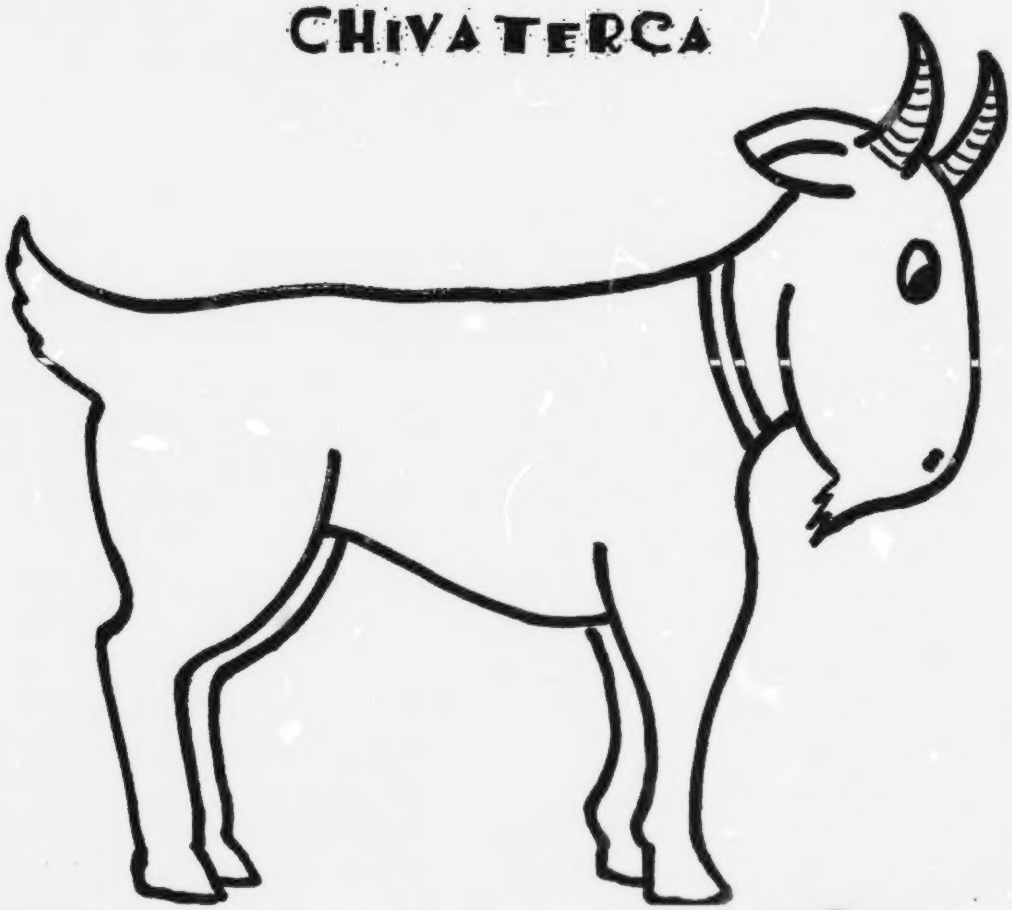
Teachers' Discovery 1-800-832-2437 (Supplies for Foreign
Language Teachers)
www.teachersdiscovery.com/

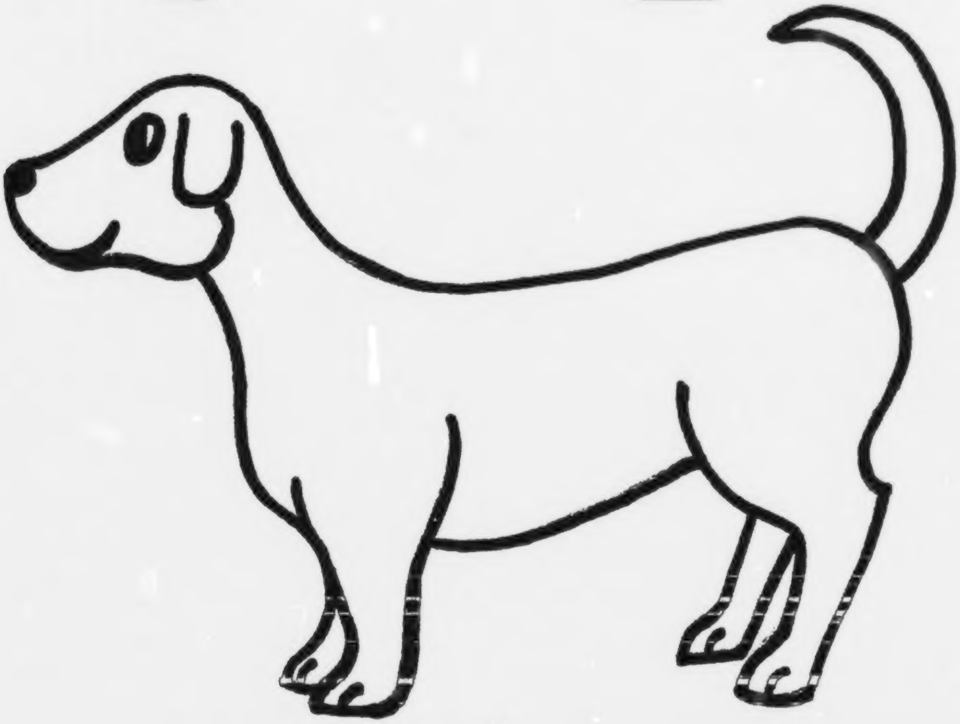

READ ACROSS TEXAS!
READ ACROSS TEXAS!

# CHICKEN WING PATTERN

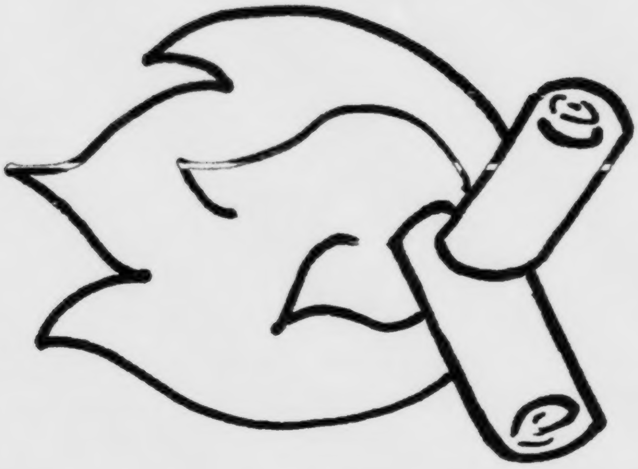


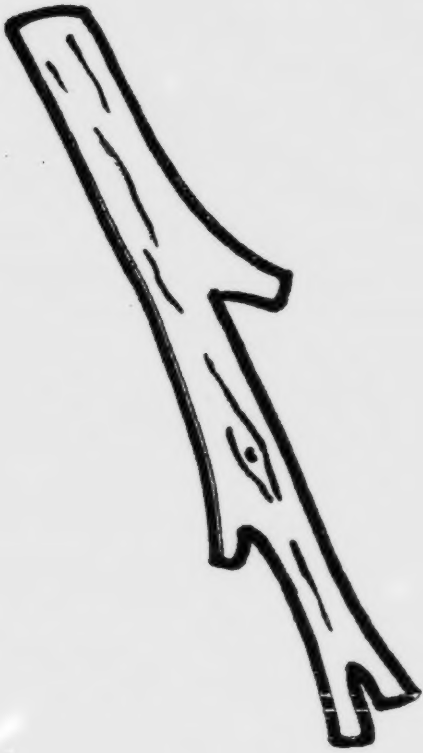
# CHIVATERCA

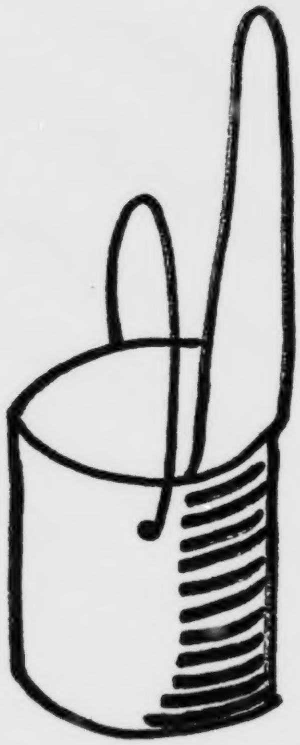




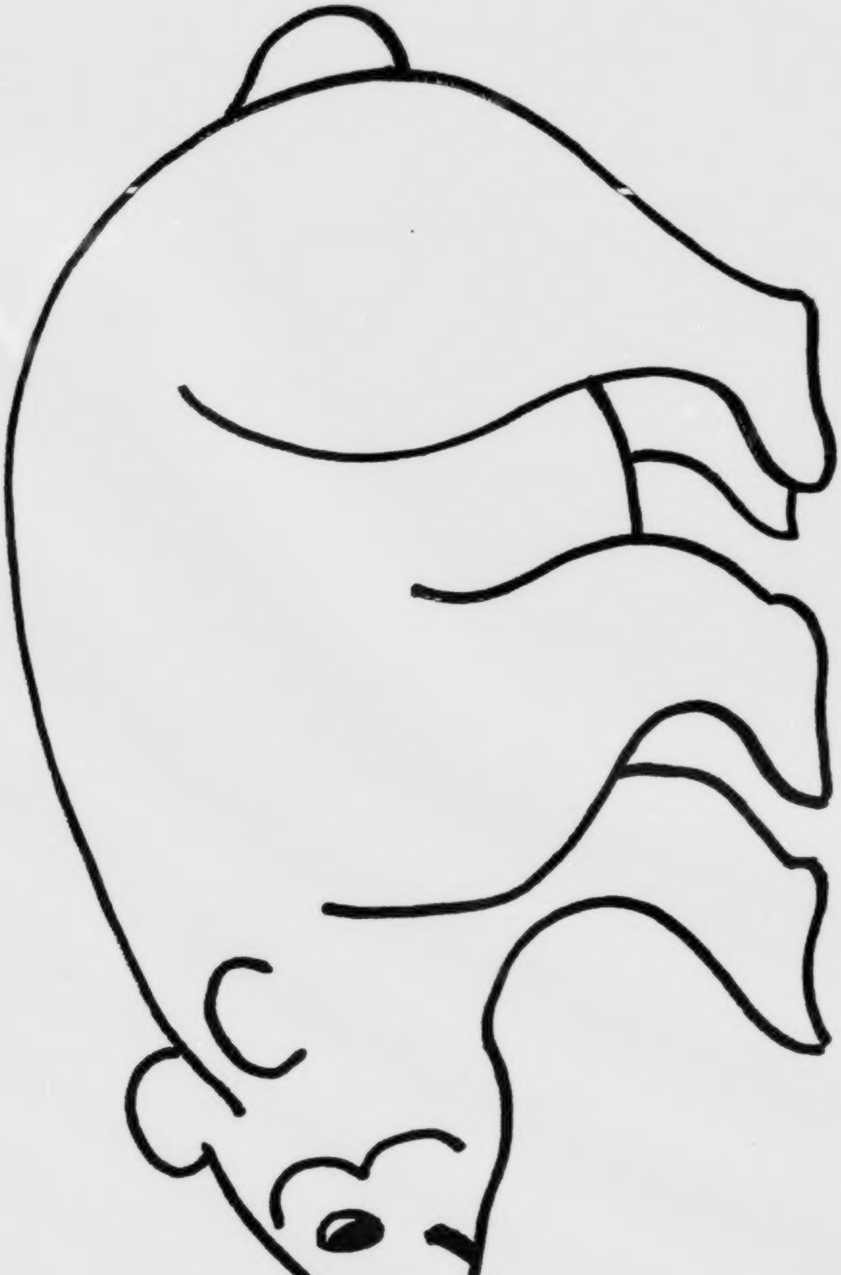
# CHIVA TERÇA



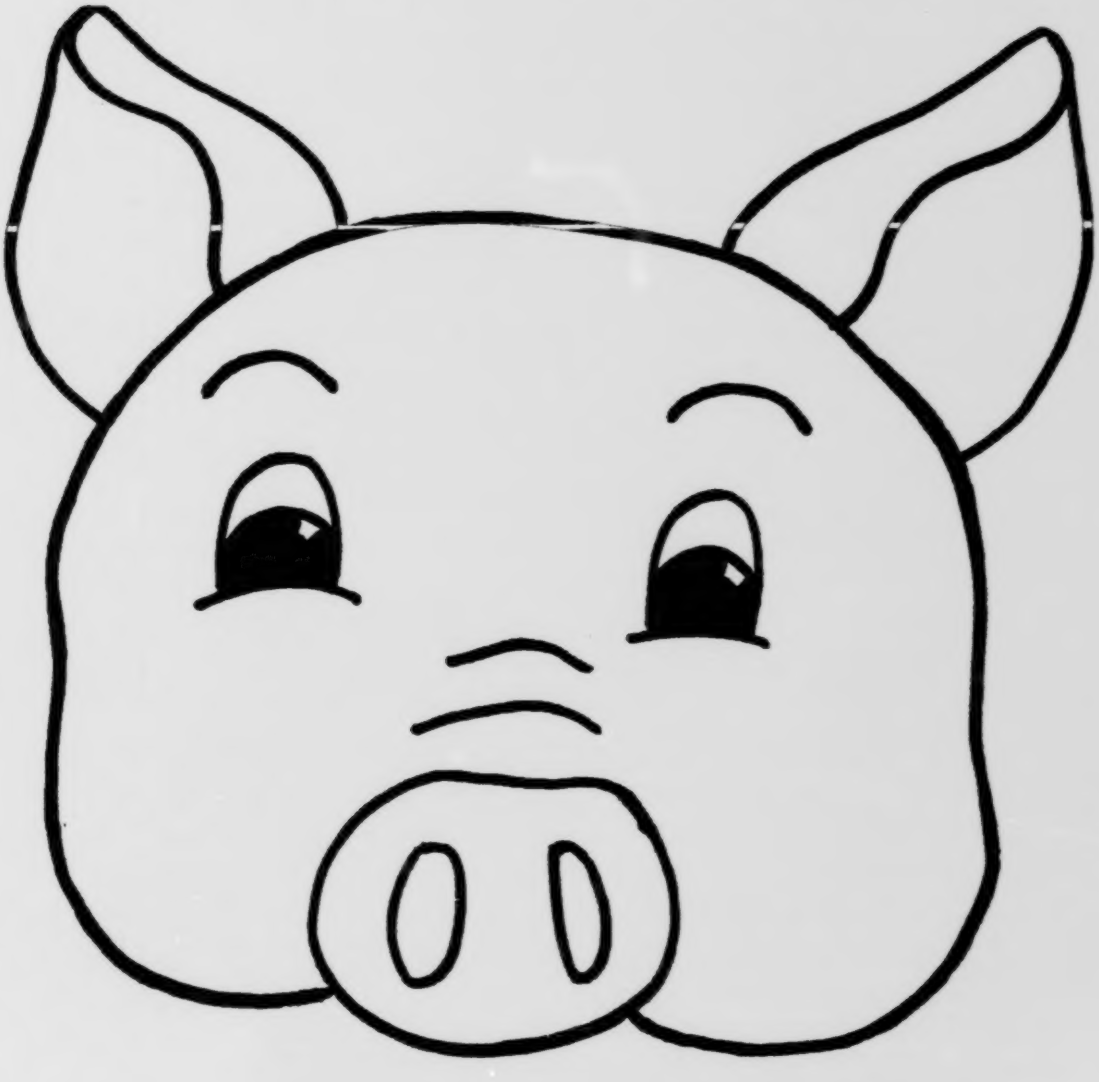


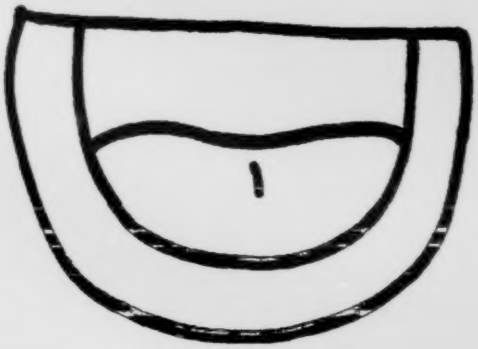


# CHIVATERÇA

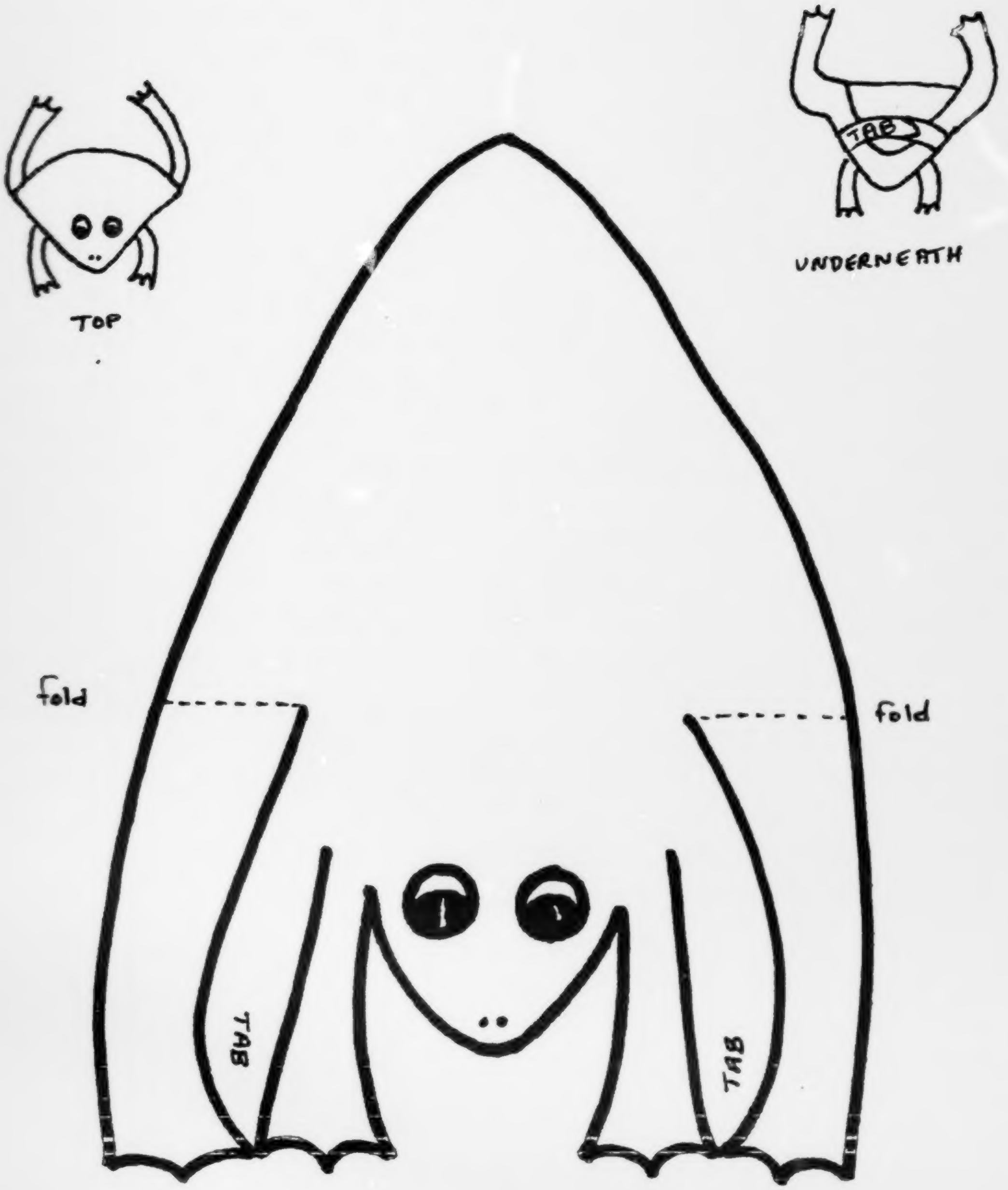


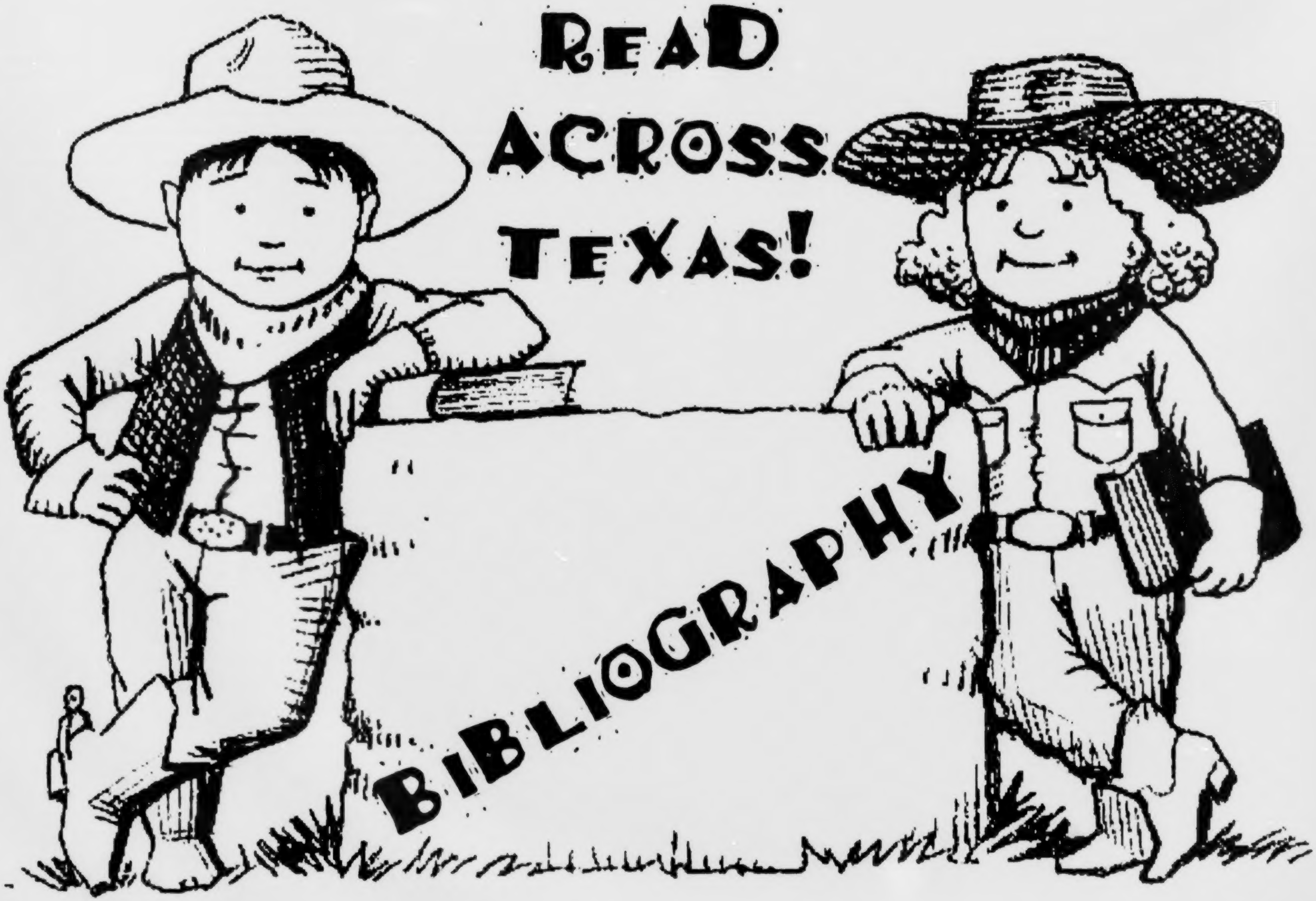
# PIG PUPPET





# FROG


TAB
UNDERNEATH
TOP
fold
fold
TAB
TAB


READ
ACROSS
TEXAS!
BIBLIOGRAPHY

BEST COPY AVAILABLE

# READ ACROSS TEXAS!

## BIBLIOGRAPHY

### 2002 SUMMER READING PROGRAM MANUAL

## KEY TO ABBREVIATIONS FOR AGE RECOMMENDATIONS:

T= Toddler
P= Preschool
I= Elementary
Y= Young Adult
L= for the Librarian
+ = "and up" All ages above the one listed will find the book of interest.

Note: Titles marked OP are out of print and may be borrowed through interlibrary loan.

## BOOKS

Abbey, Edward, ed.
*The Best of Outside Magazine: The First 20 Years.* Vintage, 1997. (Y+)
The stories that became the books, *Into Thin Air* by Jon Krakauer and *The Perfect Storm* by Sebastian Junger were first written as articles in *Outdoor Magazine*. Read these and other true survival and adventure stories in this compilation of the best articles from *Outdoor Magazine*.

Abernathy, Francis Edward.
*How the Critters Created Texas.* Temple, 1982. (I)
Ancient Indian creation story about how the animals of the world got together to create a special place called Texas. OP

Abernathy, Francis Edward, ed.
*Texas Toys and Games.* University of North Texas, 1997. (L)
Information and history of toys and games that originated or became popular in Texas.

Ada, Alma Flor.
*La hamaca de la vaca, o, Un amigo más.* Santillana, 1999. (T-P)
Cumulative tale in which a cow makes room for several friends to swing with her in her hammock.

Addy, Sharon
*A Visit With Great-Grandma.* Whitman, 1989. (P)
Even though Great-Grandma speaks very little English and Baruska does not speak Czech, they enjoy a very special afternoon together while baking and looking at old photographs. OP

Adler, David.
*A Picture Book of Davy Crockett.* Holiday House, 1998.
A straightforward account of Davy Crockett's life in simple text for

the picture-book audience with a brief description of some of the tall tales and legends that surround him.

Aiken, Troy.
*Things Change*. Taylor, 1995. (I+)
Famous Cowboy quarterback tells of his life and the challenges of facing change with a positive attitude.

Albyn, Carole Lisa, and Lois Sinakio Webb.
*The Multicultural Cookbook for Students*. Oryx, 1993. (Y+)
The *Multicultural Cookbook for Students* contains 337 recipes from 122 countries. Divided by continent and then country students can easily find a recipe from the country they are researching. A handy glossary is included to help new cooks with cooking terminology.

Aliki.
*Corn Is Maize: The Gift of the Indians*. HarperCollins, 1976. (P-I)
Easy non-fiction title tells of Indians and their gift of corn.

Alonso, Fernando.
*La gallina Paulina*. Santillana, 1989. (P)
A little hen asks for help from other farm animals to prepare bread for everyone. The lazy animals refuse to help. When the bread is ready, only the hen and her chicks eat it.

Ancona, George.
*The Piñata Maker / El piñatero*. Harcourt Brace, 1994. (I)
A bilingual book that tells the story of a man who makes piñatas in Mexico for use in various festivals and events.

Anderson, Joan.
*Cowboys: Roundup on an American Ranch*. Scholastic, 1996. (I)
Shows the life of ranch hands on an American ranch.

Arbuckle, Scott.
*Zeb the Cow's on the Roof Again!* Eakin, 1996. (P+)
Four short stories about different periods in Texas history.

Archer, Jane
*Texas Indian Myths and Legends*. Republic of Texas, 2000. (I-L)
An assortment of myths and legends told through the ages by Texas Indians.

Arnold, Sandra Martin.
*Hijo del sol: una leyenda cubana*. Troll, 1997. (I)
Greedy Sun refuses to share the sky with moon in this Cuban legend that explains why solar eclipses occur.

Asch, Frank.
*Moonbear's Skyfire*. Aladdin, 2000. (T-P)
Moonbear finds a rainbow. Available in paperback only.

Ashley, Bernard.
*Cleversticks*. Crown, 1991. (P-I)
Ling Sing wishes that he was clever at something like each of the other children in his class. He unexpectedly and happily discovers that others admire his prowess with chopsticks.

Ata, Te.
*Viborita de cascabel*. Children's Book Press, 1996. (P)
In this translation of *Baby Rattlesnake*, willful Baby Rattlesnake throws tantrums to get his rattle before he's ready. He misuses it and learns a lesson.

Baker, Keith.
*Hide and Snake.* Harcourt Brace, 1991. (T-P)
A brightly colored snake challenges readers to a game of hide and seek. Available in board book.

Bang, Molly.
*Nobody Particular: One Woman's Fight To Save the Boys.* Henry Holt, 2001. (I-Y)
The story of Diane Wilson who took on a big corporation who was leaking waste chemicals into the Texas bays.

Barnwell, Ysaye.
*No Mirrors in My Nana's House.* Harcourt Brace, 1998. (T-P)
A girl grows up seeing the world through her Nana's loving eyes. Includes a CD with the author singing the story.

T-Barton, Byron.
*I Want To Be An Astronaut.* HarperCollins, 1992. (T-P)
This simple book illustrates the life an astronaut. Available in board book format.

Barrie, Barbara.
*Lone Star*. Yearling, 1992. (I)
Story of a young Jewish girl who moves to Texas during World War II.

Bauer, Joan.
*Rules of the Road.* Putnam, 1998. (Y)
16-year-old Jenna Boller embarks on an eye-opening adventure that teaches her the rules of the road. Available in paperback only.

Baylor, Byrd.
*The Best Town in the World.* Atheneum ,1983. (I)
Childhood memories of growing up in a small Texas town.

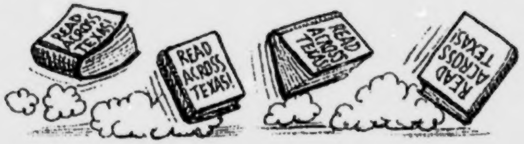
Baylor, Byrd.
*We Walk in Sandy Places.* Scribner, 1976. (P-I)
When animals cross the desert, their tracks leave behind a story in the sand. OP

Beckett, Sister Wendy.
*My Favorite Things: 75 Works of Art from Around the World.* Abrams, 1999. (Y+)
Sister Wendy allows people to pick their favorite pieces of art even though they might not be the most "famous". She encourages people to like what they like, not what others tell them to like. Sister Wendy talks gently to the reader through her short and jargon-less descriptions of the work.

Begay, Shonto.
*Ma'ii and Cousin Horned Toad: a Traditional Navajo Story.* Scholastic, 1992. (P-I)
A lazy, conniving coyote takes advantage of his cousin Horned Toad until Horned Toad teaches him a lesson he never forgets.

Beifuss, John.
*Armadillo Ray.* Chronicle, 1995. (P-I)
Armadillo Ray asks the animals about the true nature of the moon and finally gets a scientific explanation from Owl.

Beil, Karen Magnuson.
*Grandma According To Me.* Doubleday, 1992. (P)
A young girl shows how much she loves her Grandmother by telling her what she likes about her.


READ ACROSS TEXAS!
READ ACROSS TEXAS!
READ ACROSS TEXAS!
READ ACROSS TEXAS!

Blanco, Alberto.
*Angel's Kite / La estrella de Angel.* Children's Book Press, 1994. (I)
A young boy makes a kite that mysteriously restores a long-missing bell to the town church.

Bertrand, Diane Gonzales.
*Sip, Slurp, Soup, Soup - Caldo, caldo, caldo.* Piñata, 1996. (P)
A bilingual rhythmic text with repetitive phrases relates how the children watch Mama make soup and go with Papa to get tortillas before enjoying the results of her labor.

Block, Francesca Lia.
*Dangerous Angels: The Weetzie Bat Books.* HarperCollins, 1998. (Y)
Being in a band isn't always what it's made out to be. Read *Cherokee Bat and Goat Guys* to find out what happens to Weetzie Bat and her friends when they start their own band, then read all the Weetzie Bat books.

Blocksma, Mary.
*¿Dónde está el pato?* Children's Book Press, 1989. (T)
Berta, the mule, goes to the city in search of four ducks that are in danger of being caught by the fox.

Blood, Charles L.
*American Indian Games and Crafts.* Franklin Watts, 1981. (P)
Provides instructions for craft projects and games related to Indian culture. Out of print.

Boatright, Mody C., ed.
*The Best of Texas Folk and Folklore 1915-1954.* University of North Texas, 1998. (Y-L)
Put out by the Texas Folklore Society this book explores Texas folklore from every angle from stories and songs to games, superstitions, and animals.

Borden, Louise and Mary Kay Kroeger.
*Fly High! The Story of Bessie Coleman.* Simon & Schuster, 2001. (I)
The story of Bessie Coleman, an African American aviator.

Bosse, Malcolm J.
*The Examination.* Farrar Straus, 1994. (Y)
Lao Chen, the scholar, and his brother Lao Hong, are traveling across the desert during the Ming Dynasty China to pursue their destinies. Through their journey they are bonded together more closely than ever before but still hold their secrets near to their hearts and away from the other.

Boswell, Evault "Bosie."
*Birding in Texas with Children.* Republic of Texas, 2001. (I+)
A guide focusing on the best spots and tips for bird watching with children.

Brady, Peter.
*Cows.* Bridgestone, 1996. (P-I)
A brief introduction to dairy cows and their life on the farm.

Branch, Muriel Miller.
*Juneteenth: Freedom Day.* Cobblehill, 1998. (I)
The story of the slaves in Galveston when they heard of the Emancipation Proclamation. Includes the ways various families and communities celebrate.

READ ACROSS TEXAS

Bredeson, Carmen.
*Battle of the Alamo.* Millbrook, 1996. (I)
The story of the 1836 battle, the circumstances that led up to it, and its aftermath.

Brenner, Barbara.
*Wagon Wheels.* HarperCollins, 1995. (T-P)
A black family travels by covered wagon to Kansas after the Civil War.

Brett, Jan.
*Armadillo Rodeo.* Putnam, 1995. (P-I)
Bo, a nearsighted armadillo, begins an adventure when he gets separated from his mother and mistakes a pair of red cowboy boots for another armadillo.

Brewer, John Mason.
*Dog Ghosts and Other Negro Tales.* University of Texas, 1958. (I+)
Tales of dog ghosts and other folktales of the African American tradition.

Browne, Anthony.
*Willy y Hugo.* Mexico, D.F.: Fondo de Cultura Economica, 1993. (P)
In this translation of *Willy and Hugh*, Willy the chimpanzee is lonely until he meets Hugo Gorilon in the park, and the two become friends.

Bruchac, Joseph.
*The First Strawberries.* Dial, 1993. (P-I)
A quarrel between the first man and the first woman is reconciled when the sun causes strawberries to grow out of the earth.

Bruchac, Joseph.
*The Story of the Milky Way: A Cherokee Tale.* Dial, 1995. (P-I)
A spirit dog leaping into the sky scatters stolen cornmeal that becomes the Milky Way.

Brusca, María Cristina.
*Three Friends: A Counting Book / Tres amigos: un cuento para contar.* Henry Holt, 1995. (T-P)
In this bilingual counting book, three friends encounter a variety of Southwestern animals.

Bullis, Janis.
*Snazeroo Zoo: Great Faces and Easy Costumes to Bring Out the Animal In You.* Chilton, 1997. (I-L)
Patterns and examples of animal costumes and face painting. OP

Bullock, Kathleen.
*She'll Be Coming 'Round the Mountain.* Simon & Schuster, 1993. (T+)
Illustrated version of the American folk song.

Bunin, Sherry.
*Dear Great American Writers School.* Houghton Mifflin, 1995. (Y)
Fourteen-year-old Bobby Lee's letters to a correspondence school describes her life in a small Kentucky town during World War II and her growth as a person and a writer.

Burandt, Harriet.
*Tales from the Homeplace.* Henry Holt, 1997. (I+)
Stories of a girl growing up on a cotton farm in Texas during the 1930s.

Burke, Judy.
*Look What You Can Make With Paper Bags.* Boyds Mills, 1999. (L)
Simple craft ideas made from paper bags.

Bustard, Anne.
*T Is For Texas.* Voyageur, 1989. (T-P)
Photographs and text introduce the letters of the alphabet and the sights and symbols of Texas.

Byars, Betsy.
*Golly Sisters Go West.* Harper & Row, 1985. (T-P)
May-May and Rose, the singing & dancing Golly sisters, travel west by covered wagon entertaining people along the way.

Byars, Betsy.
*Hooray for the Golly Sisters.* Harper & Row, 1990. (T-P)
May-May and Rose take their traveling road show to more audiences.

Byars, Betsy.
*Tornado.* HarperCollins, 1996. (I)
A tornado rips across the panhandle of Texas and leaves a dog on the doorstep of a young boy.

Caduto, Michael J.
*Keepers of the Earth.* Fulcrum, 1991. (I+)
Native American stories and activities pertaining to the environment. Also see other books in this series.

Carle, Eric.
*From Head to Toe.* HarperCollins, 1995. (T-P)
Encourages reader to exercise by imitating movements of various animals. Also available in board book.

Carle, Eric.
*Very Hungry Caterpillar.* Philomel, 1969, 1987. (T-P)
A caterpillar eats through on type food on each day of the week in this cumulative story, then forms a cocoon and emerges as a butterfly. Available in board book.

Carlson, Bernice Wells.
*Listen! And Help Tell the Story.* Abingdon, 1965. (L)
This collection features participation stories and poems. OP

Carlson, Laurie.
*More than Moccasins: A Kids Activity Guide to Traditional North American Indian Life.* Chicago Review, 1994. (I, L)
Activities and crafts focused on Native American life and customs.

Carlson, Lori Marie.
*Sol a Sol: Bilingual Poems.* Henry Holt, 1998. (P)
Images of a little girl's day from morning to evening are shared in these poems about the daily rituals of making tortillas, peeling potatoes, or counting stars before going to sleep.

Carlson, Nancy.
*I Like Me.* Viking, 1988. (T-P)
LuAnn pig shows readers that she can be her own best friend in this self-esteem book for toddlers.

Carter, Anne.
*Tall In the Saddle.* Orca, 1999. (P)
A little boy follows his dad to the end of the street to find out what he does when he leaves for work. His imagination takes over and he pretends to ride the dusty trail, wear cowboy duds, and herd cattle.

Casad, Mary Brooke.
*Bluebonnet at the Alamo.* Eakin, 1995. (I+)
Bluebonnet the armadillo discovers the Alamo.

Casad, Mary Brooke.
*Bluebonnet at the Marshall Train Depot.* Pelican, 1999. (I+)
Bluebonnet the armadillo continues a tour of Texas with a stop at this historic train depot.

Casad, Mary Brooke.
*Bluebonnet at the Texas State Capitol.* Pelican, 1997. (P-I)
While visiting the Texas State Capitol in Austin, Bluebonnet the armadillo learns about the history and functions of this fascinating statehouse.

Chapman, Cheryl.
*Pass the Fritters, Critters.* Four Winds, 1993. (P)
Hungry animals passing food during a meal learn that "please" is a magic word. OP

Cherry, Lynne.
*The Armadillo from Amarillo.* Gulliver, 1994. (P)
Sasparillo the armadillo wanders from San Antonio to Austin, from Abilene to Lubbock, in woodlands, through canyons, and across prairies, to Amarillo to discover how he fits in to the scheme of things.

Chief Seattle.
*Brother Eagle, Sister Sky.* Dial, 1991. (P+)
The famous Indian Chief expresses his people's love and concern for the earth.

Cisneros, Sandra.
*Hairs / Pelitos.* Knopf, 1994. (P)
In this bilingual story, a young girl describes how each person in the family has hair that looks and acts different, Papa's is like a broom, Kiki's is like fur, and Mama's smells like the sweet scent of bread before it's baked.

Cobb, Mary.
*The Quilt-Block History of Pioneer Days.* Millbrook, 1995. (I+)
Activities, examples and the history of quilt making in America.

Coerr, Eleanor.
*Josephina Story Quilt.* Harper & Row, 1986. (T-P)
While traveling west in 1850 a young girl makes a patchwork quilt, with a special patch for her pet hen, Josephina.

Cohn, Amy.
*From Sea to Shining Sea.* Scholastic, 1993. (I+)
A collection of folksongs, stories, poems etc. that have emerged from American culture and history.

Cole, Barbara Hancock.
*Texas Star.* Orchard, 1990. (P)
Papa grumbles that the family doesn't need another quilt, but is happy to see it after the quilting bee. OP

Cole, Joanna.
*Pin the Tail on the Donkey and Other Party Games.*
Morrow, 1993. (L)
Provides instructions for such party games as musical chairs, giant steps, and peanut hunt. OP

Cole, Joanna.
*Who Put the Pepper in the Pot?* Parent's Magazine, 1989. (P)
Mama Sue, Papa Joe, and the kids prepare a fiery pot of stew for visiting Aunt Tootie.

Coleman, Elaine.
*Texas Haunted Forts.* Wordware, 2001. (L, I+)
This collection of legends and stories are ghostly reminders of Texas' past.

Colón-Vila, Lillian.
*Salsa*. Piñata, 1998. (I)
A bilingual story of Rita, a young girl living in New York's El Barrio, who describes the Afro-Caribbean dance music, salsa, and imagines being the director of a salsa orchestra.

Cooner, Donna D.
*I Know an Old Texan Who Swallowed a Fly.*
Hendrick Long, 1996. (P+)
The traditional folk song with a Texas twist.

Cooney, Barbara.
*Tortillitas para mamá.* Henry Holt, 1987. (L)
Collection of Spanish finger plays in English and Spanish.

Cooper, Martha.
*Anthony Reynoso: Born to Rope*. Clarion, 1996. (I)
Anthony is learning to be a charro, a cowboy, in the Mexican tradition just like his father and his grandfather.

Cousins, Lucy.
*Where Are Maisy's Friends?: A Lift the Flap Book.*
Candlewick, 2000. (T)
Lift the flap board book about friends.

Cousins, Lucy.
*Where Is Maisy?* Candlewick, 1999. (T)
Lift the flap board book for toddlers.

Cowley, Joy.
*The Mouse Bride*. Scholastic, 1995. (P)
Based on a traditional folktale found in many cultures, a young mouse is determined to find the strongest husband by approaching the sun, a cloud, the wind, a house, then finds her future husband in the cellar. OP

Cox, David.
*Bossyboots*. Crown, 1987. (P)
Bossy Abigail infuriates her stagecoach companions, but when the coach is held up by an outlaw, her bossiness comes in handy. OP

Crummel, Susan Stevens.
*Tumbleweed Stew*. Green Light Readers, 2000. (P-I)
A rabbit convinces all the other animals to contribute something to his tumbleweed stew.

Cuyler, Margery.
*From Here to There.* Henry Holt, 1999. (P-I)
A girl describes her home, starting with her house and circling outward (including Texas) to her place in the universe.

Czernecki, Stefan and Timothy Rhodes.
*The Sleeping Bread.* Hyperion, 1992. (P)
When the townspeople banish a beggar from their village, the baker's bread stops rising over night and there is no bread for the village until the beggar is allowed to return. OP

Danziger, Paula.
*Remember Me to Harold Square*. Delacorte, 1987. (Y)
When Frank spends the summer with Kendra and her family in their New York City apartment, a friendship develops as the two teenagers set off on a scavenger hunt exploring the city's museums, restaurants, and other landmarks.

Danziger, Paula.
*Thames Doesn't Rhyme With James*. Putman, 1994. (Y)
While spending Christmas in London with her family, her boyfriend, and his family, fifteen-year-old Kendra finds herself roaming the city in a scavenger hunt, like the one in New York the previous summer.

Davis, Robin Works.
*The Incredible Dream Machine: Texas Reading Club Program Manual, 1997*. Texas State Library, 1997. (L)
This 1995 program manual features many wonderful ideas for toddler programs.

Dearen, Patrick.
*Comanche Peace Pipe (Lone Star, Heroes Book 1).*
Wordware 2001. (L, I+)
In 1857 an eleven-year-old boy headed across Texas by wagon train is confronted with danger and adventure.

Dearen, Patrick.
*On The Pecos Trail.* Wordware, 2001. (L, I+)
In 1868 an eleven-year-old boy gets his chance to be a cowboy.

Demarest, Chris.
*Cowboy ABC*. Dorling Kindersley, 1999. (T-P)
This alphabet book tells a story of a cowboy's day from A to Z.

Denslow, Sharon Phillips.
*On the Trail with Miss Pace*. Simon & Schuster, 1995. (P)
Twins Bill and Phil spend an exciting vacation out west at the same ranch as their teacher, Miss Pace, and her boyfriend, the wild cowboy, Last Bob. OP

DePaola, Tomie.
*The Legend of the Bluebonnet.* Putnam, 1983. (P-I)
A retelling of the Comanche Indian legend of how a little girl's sacrifice was rewarded with the gift of the Texas bluebonnet.

DePaola, Tomie.
*Legend of the Indian Paintbrush.* Putnam, 1988. (P-I)
Little Gopher follows his destiny as revealed in a dream vision of becoming an artist for his people and eventually is able to bring the colors of the sunset down to earth.

DeZutter, Hank.
*Who Says a Dog Goes Bow-wow?* Turtleback, 1997. (T-P)
Presents sixteen animals and the way their sounds are interpreted in different languages.

Dudley, Karen
*Whooping Cranes*. Raintree, 1997. (I+)
Information about whooping cranes including folklore

Dwight, Laura.
*¿Dónde está el bebé?* Star Bright, 2000. (T)
In this Spanish translation of Laura Dwight's Book, *Where's the Baby*, children lift a flap to find the missing baby.

Dwight, Laura.
*¿Dónde está el gatito?* Star Bright, 2000. (T)
In this Spanish translation of Laura Dwight's Book, *Where's the Kitten*, children lift a flap to find the missing kitten.

Eckhardt, Linda West.
*The Only Texas Cookbook.* Texas Monthly, 1981. (L)
Recipes for authentic Texas food.

Eilenberg, Max.
*Cowboy Kid.* Candlewick, 2000. (T-P)
In this companion book to *Cowboy Baby,* Cowboy Kid kisses his three toy animals goodnight and worries about them until his dad explains that one kiss and hug per night are enough, and the boy drifts off to sleep.

Elya, Susan Middleton.
*Say Hola to Spanish*. Lee & Low, 1996. (P-I)
Introduces Spanish by defining such common words as "hola," "perro," and "madre."

Erickson, John.
*The Original Adventures of Hank The Cowdog.* Puffin, 1999. (I)
This first book in the Hank the Cowdog series introduces the reader to a canine sleuth who solves mysteries on a ranch. Also see other books in this series.

Erlewine, Thomas, ed.
*All Music Guide To Rock: The Experts' Guide To the Best Recordings in Rock, Pop, Soul, R&B, And Rap.* Miller Freeman, 1997. (Y+)
The most thorough guide to rock recordings ever published, this fun-to-read, easy-to-use reference has been completely updated, expanded, and revised. It now reviews and rates over 12,000 great albums by over 2,000 artists and groups in all rock genres.

Falwell, Cathryn.
*Feast for Ten.* Clarion, 1993. (T-P)
A counting book with rhyming text and illustrations depicting an African-American family shopping and preparing a family feast.

Ferrari, Valeria, and Ersilia Fiorucci.
*Paper Crafting Beautiful Box, Book Covers & Frames.* Sterling, 1999. (Y+)
Make frames, boxes, and other attractive crafts from sheets of paper and pieces of cardboard using common tools, including scissors, a utility knife, and glue.

Flanagan, Alice K.
*Mrs. Scott's Beautiful Art.* Children's Press, 1999. (P-I)
Describes the activities of a traditional artist who uses many natural items as she creates art in the tradition of her Cherokee +ancestors.

Flanagan, Alice K.
*Raising Cows On the Koebels' Farm.* Children's Press, 1999. (P-I)
Provides a basic introduction to the workings of a dairy farm.

Fleming, Denise.
*Lunch.* Henry Holt, 1996. (T-P)
A mouse nibbles and crunches his way through a meal. Available in board book.

Flint Public Library.
*Ring A Ring O'Roses.* Flint Public Library 1996. (L)
A collection of finger plays for preschool children that includes Spanish rhymes.

Flynn, Jean.
*Texas Women Who Dared to Be First.* Eakin, 1999. (I+)
The stories of 18 pioneering women from Texas.

Fodors, ed.
*Fodor's.* Fodor's, various dates. (Y+)
*Fodor's* is a great travel guide that lists all the essential ingredients of having a good trip. Always included in any of their guidebooks are: places to stay, places to eat, great maps, and basic travel information.

Ford, Miela and Sally Noll.
*Sunflower.* Greenwillow, 1995. (P-I)
A young girl plants a sunflower seed and watches it grow.

Fowler, Allan.
*Corn-On and Off the Cob.* Children's Press, 1994. (P-I)
Describes the physical characteristics of corn, how it can be eaten, and its history.

Freedman, Russell.
*Buffalo Hunt.* Holiday House, 1988. (I+)
Includes information concerning the folklore, hunting, and uses of the buffalo by Native Americans.

Freedman, Russell.
*Cowboys of the Wild West.* Clarion, 1985. (I)
Describes the work, clothing, and equipment of the nineteenth century cowboy.

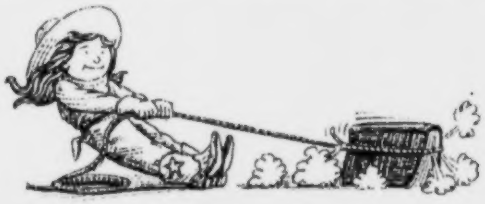
Freeman, Don.
*A Rainbow of My Own.* Econo-Clad, 1999. (T-P)
A small boy imagines what it would be like to be able to play with his own rainbow.

Fritz, Jean.
*Make Way for Sam Houston.* Putnam, 1986. (I)
The story of Sam Houston and the part he played at the Alamo.

Gardella, Tricia.
*Just Like My Dad.* HarperCollins, 1992. (T-P)
A son recounts his dad's daily routine on the ranch.

Garland, Sherry.
*A Line in the Sand: The Alamo Diary of Lucinda Lawrence, Gonzales, Texas, 1836 (Dear America).* Scholastic, 1998. (I-Y)
Engaging story of a thirteen year old doing what she can to help her family before the War of Independence.

Garland, Sherry.
*Voices of the Alamo.* Scholastic, 2000. (I+)
The story of the Alamo told from the perspective of the major participants.



Garza, Carmen Lomas.
*Family Pictures / Cuadros de familia*. Children's Book Press, 1990. (P-I)
A bilingual book which relates a young Hispanic girl's childhood memories of growing up in Kingsville, Texas.

Lomas Garza, Carmen.
*In My Family / En mi familia*. Children's Book Press, 1996. (I)
The author describes, her experiences growing up in an Hispanic community in Texas through beautiful illustrations andbilingual text.

Geary, Don.
*Using a Map and Compass*. Stackpole, 1995. (Y+)
Topics covered include using a compass, planning an outing, reading maps, navigating in the field, and understanding the weather.

Gibbons, Gail.
*Yippee-Yay! A Book about Cowboys and Cowgirls*. Little, Brown, 1998. (I)
Explains the equipment, work, and lifestyles of cowboy and cowgirls of the wild west.

Ginsberg, Mirra.
*Across the Stream*. HarperCollins, 1982. (T)
Ducks help a mother and her chicks escape a fox.

Greenfield, Eloise.
*Honey, I Love*. HarperCollins, 1995. (T-P)
Illustrated version of a simple verse with repetition and large drawings. Available in board book.

Greenfield, Eloise.
*My Daddy and I*. Black Butterfly, 1991. (T)
A simple board book story about an African-American girl and her daddy.

Grimes, Nikki.
*Jazmin's Notebook*. Dial, 1998. (Y)
Jazmin, an Afro-American teenager who lives with her older sister in a small Harlem apartment in the 1960s, finds strength in writing poetry and keeping a record of the events in her sometimes difficult life

Grimm, Tom, and Michele Grimm.
*The Basic Book of Photography*. Plume, 1997. (Y+)
An in-depth (nearly 600 pages) reference for photographers new and old.

Grossman, Virginia.
*Ten Little Rabbits*. Chronicle, 1991. (T-P)
A counting book for the very young featuring blankets from various Indian tribes. Available in board book.

Guiberson, Brenda Z.
*Cactus Hotel*. Henry Holt, 1991. (T-P)
Describes the life cycle of the giant saguaro cactus with an emphasis on its role as a home for other desert dwellers.

Gulbis, Stephen.
*Cowgirl Rosie and Her Five Baby Bison*. Little Brown, 2001. (P)
In this cute tale set in the old west, Cowgirl Rosie takes her Bison with her everywhere until one day they disappear. Originally published in Great Britain.

Gunderson, Mary.
*Cowboy Cooking.* Blue Earth, 2000. (I+)
Simple recipes of western culture throughout the ages.

Gurasich, Marj.
*Did You Ever – Meet a Texas Hero?* Eakin, 1992. (I+)
Biographies of men and women who played a major roll in Texas history.

Guy, Ginger Foglesong.
*¡Fiesta!* Greenwillow, 1996. (T-P)
Bilingual text describes a child's party and provides practice counting in English and Spanish.

Hamilton, Leslie.
*Child's Play Around The World: 170 Crafts, Games, and Projects for Two-To-Six-Year-Olds.* Perigee, 1996. (L)
This out-of-print collection of crafts with simple illustrations is in many collections and may be borrowed through interlibrary loan.

Harper, Jo.
*Prairie Dog Pioneers.* Turtle, 1998. (P-I)
Because Mae Dean misinterprets her father's actions while journeying to their new home on the Texas Prairie, she begins to feel that he doesn't care for her anymore.

Harris, Jane A.
*Dance a While: Handbook of Folk, Square, Contra and Social Dance.* Addison-Wesley, 1999. (L)
An overview and history of different dance styles and steps. Includes a bibliography as well as audio and video resources that can be used as aides.

Harris, Jim.
*Lone Star Menagerie: Adventures with Texas Wildlife.* Republic of Texas, 2000. (L)
Twenty short stories involving many of the Texas animals.

Hart, Jane.
*Singing Bee: A Collection of Favorite Children's Songs.* Lothrop, 1982. (L)
This collection features songs with musical accompaniment for piano and guitar. OP

Hayes, Joe.
*Coyote and Native American Folk Tales.* Mariposa, 1983. (I)
Coyote trickster tales taken from the Native American myth.

Hayes, Joe.
*A Spoon for Every Bite.* Orchard, 1996. (P-I)
A poor couple trick a rich neighbor by saying they have a spoon for every bite they eat (a tortilla).

Hayes, Sarah.
*Eat Up Gemma!* Morrow, 1998. (T)
Delightful illustrations about a little girl who refuses to eat. Available in board book.

Hazen, Barbara Shook.
*¡Adiós! ¡Hola!* Atheneum, 1995. (P)
A girl finds new friends after she and her family move in this translation of *Goodbye! Hello!*

Heap, Sue.
*Cowboy Baby.* Candlewick, 1998. (T-P)
Cowboy Baby has to round up his stuffed animals before bedtime.

Helldorfer, M.C.
*Hog Music.* Viking, 2000. (P-I)
Travelers along the National Road help make sure that the birthday gift that Lucy's great aunt sent makes it all the way from Maryland to her family's farm in Illinois.

Hendry, Linda, and Lisa Rebnord.
*Making Picture Frames*. Kids Can, 1998. (I+)
This little gem provides over a dozen easy frame projects that are mostly constructed out of cardboard. The sticks and stones frame is great for outdoor photos, and the family tree frame holds your family member's photos beautifully.

Henry, Chad.
*Dogbreath Victorious*. Holiday House, 1999. (Y)
Dogbreath, Tim's alternative grunge rock band, enters a major battle of the bands contest, but is beaten by The Angry Housewives, a new group fronted by Tim's mother.

Heo, Yumi.
*Father's Rubber Shoes.* Orchard, 1995. (P-I)
Yungsu misses Korea terribly until he begins to make friends in America.

Hilts, Len.
*Quanah Parker Warrior for Freedom, Ambassador for Peace.* Econo-Clad, 1999. (I)
The story of the Comanche chief who led his people in a fight for their homeland.

Hite, Sid.
*Stick and Whittle*, Scholastic. 2000. (I)
Two cowpokes travel the Chisholm trail through a series of adventures.

Hoban, Tana.
*Where Is It?* Simon & Schuster, 1984. (T)
Black and white photographs illustrate this simple story of a rabbit searching for a carrot.

Hobbs, Will.
*Far North*. Morrow, 1996. (Y)
Fifteen-year-old Gabe leaves his home in San Antonio, Texas to live near his father by attending a Canadian boarding school. But before he gets to register, his plane crashes and he, his room-mate Raymond and Johnny Raven, a Dene elder have to survive the cold wilderness by hunting and trapping food, and making snowshoes and mittens from animal hides.

Hodge, Deborah.
*Wild Dogs: Wolves, Coyotes, and Foxes.* Kids Can, 1997. (I+)
Information about wolves, coyotes, foxes and wild dogs.

Hopkins, Jackie.
*The Horned Toad Prince*. Peachtree, 2000. (P+)
A horned toad helps retrieve a cowgirl's hat – but for a price.

Hopkins, Jackie.
*Tumbleweed Tom on the Texas Trail*. Charlesbridge, 1994. (P-I)
Uses rhyme, bright colored pictures, and a likeable character named Tumbleweed Tom to take the reader on a trip around some of the main cities and areas in Texas. The map of Texas is shown at each stop along with information about the city and area.

Hoyt-Goldsmith, Diane.
*Cherokee Summer.* Holiday House, 1993. (I)
Depicts the life of a modern day Cherokee girl in America and how her heritage influences her life. OP

Hoving, Thomas.
*Greatest Works of Art of Western Civilization.* Artisan, 1997. (Y+)
Hoving traces his life as an art critic and describes and shows works of art that took his breath away when he first saw them.

Hutchins, Pat.
*Llaman a la puerta.* Greenwillow, 1994. (P)
In this translation of *The Doorbell Rang,* each time the doorbell rings there are more people who come to share Ma's wonderful cookies.

Ingold, Jeannette.
*Pictures, 1918.* Harcourt Brace, 1998. (Y)
In 1918, during the height of the War, looking through the lens of a camera is the only thing that comforts Asia. The world is not so frightening with her camera and she can imagine herself in the future doing what she has always dreamed: being a photographer.

*Insight.* Prentice-Hall, various dates. (Y+)
*Insight* travel guides specialize in helping the reader learn more about the people and culture of the country in which they are visiting. Always included are bright, colorful pages of the best places and things to see.

Jackson, Woody.
*Counting Cows.* Red Wagon, 1999. (T)
Little text and bright illustrations depict a countdown of cows from ten to one. Available in board book.

Jakes, John.
*Susanna of the Alamo.* Gulliver, 1986. (I)
The story of a woman and her baby who survived the battle of the Alamo.

Janeczko, Paul B. (selected by)
*Home on the Range: Cowboy Poetry.* Dial, 1997. (I +)
A collection of cowboy poetry on various aspects of life as a cowboy.

Jiménez, Olga Lucía.
*Ronda que ronda la ronda: juegos y cantos infantiles de Colombia.*
Bogatà, Colombia: Tres Culturas Editores, 1990. (L)
Provides songs and singing games for children.

Johnson, Angela.
*When I Am Old With You.* Orchard, 1993. (T-P)
An African-American boy spends time with his grandfather in this simple rhyming story.

Johnston, Tony.
*The Cowboy and the Black-Eyed Pea.* Penguin, 1996. (P+)
A retelling of the Princess and the Pea with a western twist.

Johnston, Tony.
*Day of the Dead.* Harcourt Brace, 1997. (P-I)
Describes a Mexican family preparing for and celebrating the Day of the Dead.

Johnston, Tony.
*Desert Song.* Sierra Club, 2000. (P-I)
As the heat of the desert day fades into night, various nocturnal animals, including bats, coyotes, and snakes, venture out to find food.

Johnston, Tony.
*How Many Miles to Jacksonville*. Putnam, 1996. (P-I)
A nostalgic look at a little East Texas town of Jacksonville and all the memories related to a train bound for Jacksonville.

Johnston, Tony.
*My Mexico / México mío*. Putnam, 1996. (P)
Bilingual poetry.

Johnston, Tony
*The Quilt Story*. Putnam, 1985. (T-P)
Follows a quilt from its pioneer days beginning to modern times.

Johnston, Tony.
*The Tale of Rabbit and Coyote*. Putnam, 1994. (P-I)
Rabbit outwits coyote in this Zapotec tale that explains why coyotes howl at the moon.

Joly, Fanny.
*Mr. Fine, Porcupine*. Chronicle, 1997. (P-I)
Shunned because of his sharp quills, a good-natured porcupine is distressed until he meets someone who shows him that he is lovable, quills and all.

Jonas, Ann.
*The Quilt*. Greenwillow, 1984. (T)
A child's new patchwork quilt evokes old memories and adventures at bedtime.

Jones, Martha Tannery.
*Terror from the Gulf: A Hurricane in Galveston*. Henderick-Long, 1999. (I-Y)
A recounting of the hurricane that hit Galveston in 1900.

Kalan, Robert.
*Salta ranita, salta*. Translation of *Jump, Frog, Jump!* Mulberry, 1994. (P)
A cumulative tale in which a frog tries to catch a fly without getting caught itself.

Kalman, Bobbie.
*Bandanas, Chaps, and Ten-Gallon Hats*. Crabtree, 1999. (P-I)
Explains the uses of a bandana, why hats are called gallon hats and other information on settlers' homes and way of life.

Kalman, Bobbie.
*The Kitchen*. Crabtree, 1990. (I-L)
The photographs in this book of an historic community depict kitchens in pioneer days.

Kasza, Keiko.
*Don't Laugh, Joe!* Putnam, 1997. (T-P)
Mother Possum worries that her son will never learn to play dead since he always gets the giggles.

Kasza, Keiko.
*Wolf's Chicken Stew*. Putnam, 1987. (T-P)
A conniving wolf plots to consume an unsuspecting hen but is outwitted by her charming and numerous chicks.

Katz, Karen.
*Where Is Baby's Belly Button?* Little Simon, 2000. (T)
A lift the flap book.

Kellogg, Steven.
*Pecos Bill: A Tall Tale*. Morrow, 1986. (P-I)
Humorous tale of folk hero Pecos Bill.

Kellogg, Steven.
*Sally Ann Thunder Ann Whirlwind Crockett : A Tall Tale*. Morrow, 1995. (P-I)
From the moment she's born, Sally Ann is amazing. She can "out-talk, out-grin, out-scream, out-swim, and out-run any baby in Kentucky." On her eighth birthday she's off to the frontier, where, among other feats, she skins a grizzly bear alive. She grows tall and strong, marries Davy Crockett, and protects her family from a gang of hooligan alligators.

Kerr, Rita.
*The Alamo Cat*. Eakin, 1987. (I)
The rangers of the Alamo adopted Ruby the cat as their mascot.

Ketner, Mary Grace.
*Ganzy Remembers.* Atheneum, 1991. (P-I)
Ganzy tells her daughter about her childhood on a Texas farm years ago. OP

Ketteman, Helen.
*Armadillo Tattletale*. Scholastic, 2000. (P-I)
Armadillo's habit of eavesdropping and then misreporting what he hears makes the other animals so angry that they find a way to keep him from overhearing their private conversations.

Ketteman, Helen.
*Bubba the Cowboy Prince: A Fractured Texas Tale*. Scholastic, 1997. (P-I)
A fairy godcow helps downtrodden Bubba win the heart of his true love, Miz Lurleen.

Khalsa, Dayal Kaur.
*Cowboy Dreams.* Tundra, 1990 (P-I)
A little city girl wants to grow up to be a cowboy.

Kimmel, Eric A.
*The Runaway Tortilla.* Winslow, 2000. (T-I)
This is a clever retelling of "The Gingerbread Boy" with a southwestern flavor.

Kinerk, Robert.
*Slim and Miss Prim*. Rising Moon, 1998. (P)
When rustlers capture the talkative Marigold Prim, her cattle, and her ranch hand, they find her incessant conversation too much to bear and change their plans.

King, David C.
*Wild West Days*. Wiley & Sons,1998. (I, L)
Projects, games, activities and recipes from the cowboy and ranch days.

Knowlton, Laurie Lazzaro.
*Why Cowboys Sleep With Their Boots On*. Pelican, 1995. (R)
Thanks to the naughty desert animails, Slim Jim Watkins wakes up each morning to find a that a different article of clothes is missing. He wears more and more to bed, until finally he slips into his bedroll dressed from head to toe.

Kottke, Jan.
*From Acorn to Oak Tree*. Children's Press, 2000. (P-I)
This book describes how acorns become oak trees.

Kuklin, Susan.
*Hoops with Swoops*. Hyperion, 2001. (P-I)
The story and life of Sheryl Swoops, the Houston Comets' and WNBA's most valuable player. Shows her demonstrating some basketball basics.

Le Jars, David.
*Mis amigos los animals.* Two-Can, 2000. (T-P)
A Spanish book with simple illustrations of animals.

*Let's Go.* St. Martin's, various dates. (Y+)
*Let's Go* travel guides were first created by Harvard Students who traveled on tight budgets. The popular books focus on cheap places to stay, eat, and visit.

Levine, Ellen.
*Tree That Would Not Die.* Scholastic, 1995. (P-I)
The history of Austin's Treaty Oak from its origin as an acorn to its poisoning. The story relates historical events that may have happened from the tree's perspective.

Levy, Janice.
*Abuelito Eats With His Fingers.* Eakin, 1999. (P-I)
Tina does not like her Abuelito until her mother asks her to spend the day with him and they draw pictures, look at his statues, and make tortillas.

Lockwood, Mark W.
*Learn About Texas Birds.* Texas Parks and Wildlife, 1997. (I+)
Activities and information about Texas birds.

Little, Mildred J., and Mickey Little.
*Hiking and Backpacking Trails of Texas: Walking, Hiking and Biking Trails for all Ages and Abilities.* Gulf Publishing, 1999. (Y+)
In this book, Texas is divided into four geographical regions. A map for each region lists the trails and parks. Each trail and park listed has its own page with a map, trail notes, and location description.

Lomas Garza, Carmen.
*In My Family / En mi familia.* Children's Book Press, 1996. (I)
The author describes, her experiences growing up in an Hispanic community in Texas through beautiful illustrations and bilingual text.

London, Jonathan.
*Froggy se viste.* Penguin Ediciones, 1997. (P)
In this translation of *Froggy Gets Dressed*, rambunctious Froggy hops out into the snow for a winter frolic but is called back by his mother to put on some necessary articles of clothing.

London, Jonathan.
*Jackrabbit.* Crown, 1996 (P)
When a baby jackrabbit's home is destroyed by developers, she is cared for by a human family until she is big enough to live on her own in the world.

London, Jonathan.
*Red Wolf Country.* Dutton, 1996. (P-I)
Two red wolves hunt, eat, and prepare for the birth of their pups. OP

*Lonely Planet.* Lonely Planet, various dates. (Y+)
A very popular companion guide for people who are interested in visiting more than the hot tourists spots. The *Lonely Planet* guidebooks include descriptions of lesser know villages and hamlets to the adventurer who wants to feel and see how the locals really live.

Long, Sylvia.
*Hush Little Baby.* Chronicle, 1997. (T-P)
The traditional song illustrated with pictures from nature. Available in board book.

Loomis, Christine.
*Cowboy Bunnies*. Putnam, 1997. (P)
Little bunnies spend their day pretending to be cowboys riding their ponies, mending fences, counting cows, eating chow, and singing cowboy tunes until it is time for bed.

Lopez, Loretta.
*¡Qué sorpresa de cumpleaños!* Lee & Low, 1997. (I)
A five-year-old Mexican American girl who will not be six until December has a great deal to celebrate when her sister swaps birthdays with her in the summer.

Lourie, Peter.
*Rio Grande: From the Rocky Mountains to the Gulf of Mexico*. Boyds Mills, 1999. (I+)
This book follows the Rio Grande River in its journey (including Texas) into the Gulf.

Love, Anne D.
*I Remember the Alamo.* Holiday House, 1999. (I)
A young girl is forced to move to San Antonio by her father and subsequently is caught up in the battle of the Alamo.

Lowell, Susan.
*The Bootmaker and the Elves.* Orchard, 1999. (P-I)
A poor bootmaker wakes one morning to find his last piece of leather made into a pair of fancy new cowboy boots with stars and roses made by a pair of elves.

Lowell, Susan.
*Cindy Ellen : A Wild Western Cinderella*. HarperCollins, 2000. (P-I)
Cindy Ellen's fairy godmother helps her attend the biggest event of the season, a rodeo and square dance where she meets rodeo champion Joe Prince. Outfitted in the "finest riding clothes west of the East" and diamond spurs, she rides to the dance in a carriage of six cactus mice transformed into six dappled horses.

Lowell, Susan.
*Little Red Cowboy Hat.* Henry Holt, 1997. (P-I)
A southwestern version of "Little Red Riding Hood" in which Little Red rides her Pony, Buck, to Grandmas ranch with a jar of cactus jelly in the saddlebags.

Lowell, Susan.
*Three Little Javelinas*. Rising Moon, 1992. (P-I)
Story of the three little pigs only using javelinas and a coyote that wanted to eat them with red chili sauce.

Lukins, Sheila.
*All Around the World Cookbook*. Workman, 1994. (Y+)
Acclaimed cookbook author Lukins visited 33 countries in two years to write this 591 page feast.

Lund, Bill.
*The Apache Indians*. Capstone, 1998. (P-I)
Provides an overview of the past and present lives of the Apache people, covering their daily life, customs, relations with the government, and more.

Lund, Bill.
*The Comanche Indians*. Capstone, 1997. (P-I)
Provides an overview of the past and present lives of the Comanches, covering their daily life, customs, relations with the government and others.

Lund, Jillian.
*Way Out West Lives a Coyote Named Frank*. Dutton, 1993. (P-I)
Frank the coyote enjoys his desert home and spending time with his friends and by himself.

McAuliffe, Emily.
*Texas Facts and Symbols*. Hilltop, 1998. (L)
Presents information about the state of Texas, its nickname, motto, and emblems.

McDermott, Gerald.
*Coyote: A Trickster Tale from the American Southwest*. Harcourt Brace, 1994. (P-I)
Coyote uses his trickster techniques to get the birds to teach him how to fly.

McDermott, Gerald.
*Flecha al sol / Arrow to the Sun*. Penguin, 1991. (P)
An adaptation of the Pueblo Indian myth which explains how the spirit of the Lord of the Sun was brought to the world of men.

McDonald, Flora.
*Quiero a los animales*. Mexico, D.F.: Fondo de Cultura Economica, 1996. (T)
In this translation of *I Love Animals*, a girl names all the animals on her farm that she likes, from Jock the dog to the pig and her piglets.

McDonald, Mary Ann.
*Sunflowers*. Child's World, 1997. (P)
Describes the physical characteristics, origins, and uses of the sunflower.

McLean, Cheryl.
*Careers for Shutterbugs and Other Candid Types*. VGM Career Horizons, 1995. (Y+)
Chapter one of this book offers an overview of types of jobs in photography, predictions for the future, income potential, education and training, college opportunities, photography courses and workshops, photographer's portfolio, and internships. Each chapter focuses on a specific area of photography, such as freelance photography and nature and wildlife photography.

McManners, Hugh.
*The Complete Wilderness Training Book: Field Skills for Adventure in the Outdoors*. Dorling Kindersley, 1994. (Y+)
Are you a survivor? Find out by reading through and studying the full-color images in this book. Chapters include information about basic equipment, shelters, building a fire, finding water and food, and navigating in rough conditions.

McPhail, David M.
*El dia que el perro dijo, "¡Quiquiriqui!"* Scholastic, 1999. (P)
The farm animals are bored until a big wind strikes the barnyard in this translation of *The Day the Dog Said, "Cock-a-doodle-doo!"*

MacGill-Callahan, Shiela.
*And Still the Turtle Watched.* Dial, 1991. (P+)
A turtle shaped rock watches the changing people and world around it over a period of many years.

Machado, Ana María.
*Besos mágicos*. Mexico: Consejo Nacional Para la Cultura y las Artes, 1996. (I)
After a trying time, Nanda is able to reconcile the fact that her dad has remarried and that she has a new brother.

Machado, Ana María.
*El perro del cerro y la rana de la sabana.* Ekare, Ediciones/Banco Del Libro, 1998. (T-P)
A rhyming story about a dog and a frog who argue about who is the bravest.

Magley, Beverly.
*Texas Wildflowers: A Beginner's Field Guide.* Falcon, 1995. (I+)
Information on locating and identifying the most common flowers in the state of Texas.

Malone, John Williams.
*An Album of the American Cowboy.* Watts, 1971. (I+)
Information and photographs of nineteenth-century west and cowboy life. OP

Manning, Stephen Neal.
*The Courage of Common Men.* Republic of Texas, 2001. (L)
Interviews and stories with World War II veterans from Texas.

Marrin, Albert.
*Plains Warrior: Chief Quanah Parker and the Comanches.* Atheneum, 1996. (I+)
The story of the Comanche Chief Quanah Parker, son of Cynthia Ann Parker, and the part he played in U.S. history.

Marsh, T.J. and Jennifer Ward.
*Way Out in the Desert.* Northland, 1998. (P-I)
Using the tune of "Over in the Meadow," the authors take us on a trip through the Sonoran Desert to learn about the plant and animal life. There are also numbers hidden on each page which the children will enjoy finding.

Marshall, James.
*Rat on the Range and Other Stories.* Dial, 1993. (I+)
Eight humorous stories about a rat family vacationing on a dude ranch run by rat terriers.

Martin, Bill Jr.
*Barn Dance.* Henry Holt, 1988. (P+)
A young boy is discovers the farm animals in a magical barn dance in the middle of the night.

Martin, Bill Jr.
*Here Are My Hands.* Henry Holt, 1995. (T-P)
Introduction to body parts with bright illustrations of multi-racial children.

May, Alex.
*Digital Photography*. Dorling Kindersley, 2000. (Y+)
This pocketsize guide contains current and easy-to-follow information about what digital photography entails, buying a digital camera, taking photos, editing, and saving images. Like all DK books it provides basic information about the subject and includes a small glossary.

Mazer, Anne, ed.
*A Walk in My World: International Short Stories about Youth*. Persea, 1998. (Y)
A collection of short stories from around the world by such authors as Valentin Rasputin, Yasunari Kawabata, and Toni Cade Bambara.

Medearis, Angela Shelf.
*Our People*. Atheneum, 1994. (P)
Parent and child discuss their African-American heritage and the contributions made to civilization by their people. OP

BEST COPY AVAILABLE

Medearis, Angela Shelf.
*Tailypo: A Newfangled Tall Tale*. Holiday House 1996. (P-I)
A boy confronts a strange critter that tries to steal his family's last meal.

Medearis, Angela Shelf.
*The Zebra-Riding Cowboy*. Henry Holt, 1992. (P-I)
The depiction of the old folk song where an educated man is mistaken for a greenhorn and proceeds to demonstrate his ability to ride a wild horse.

Meyer, Carolyn.
*Jubilee Journey*. Harcourt Brace, 1997. (I+Y)
A thirteen year old girl goes to Texas to celebrate Juneteenth with her grandmother.

Meyer, Carolyn.
*Where the Broken Heart Still Beats: The Story of Cynthia Ann Parker*. Harcourt Brace, 1992. (I-Y)
The story of Cynthia Ann Parker who was taken as a child and raised by the Comanche Indians and later returned to her white relatives.

Miller, Margaret.
*My Five Senses*. Aladdin, 1998. (T)
Five attractive, multicultural preschoolers narrate this simple photographic survey of sensory activities.

Miller, Robert H.
*The Story of 'Stagecoach' Mary Field*. Simon & Schuster, 1995. (P-I)
This Bluebonnet title is a simple biography about the adventures of African-American Mary Field, first woman stagecoach driver. OP

Mirriam-Goldberg, Caryn.
*Write Where You Are: How to Use Writing to Make Sense of Your Life: A Guide for Teens*. Free Spirit, 1999. (Y)
Provides advice and exercises to enable individuals to become more confident and competent writers.

Moffat, Judith.
*Who Stole the Cookies?* Grosset Dunlop, 1996. (T-P)
Simple paper cut illustrations and the traditional childhood chant.

Mora, Pat.
*Delicious Hullabaloo / Pachanga deliciosa*. Piñata, 1998. (P)
In this bilingual poem, lizards, armadillos, and other creatures of the night make merry beneath the desert moon, enjoying the strains of a mariachi band and gobbling lots of delicious foods.

Mora, Pat.
*Listen to the Desert / Oye al desierto*. Clarion, 1994. (I)
A bilingual poem which describes some of the sounds of nature in a desert.

Morris, Ann.
*Families*. HarperCollins, 2000. (P)
A simple explanation of families, how they function, how they are different, and how they are alike.

Munro, Roxie.
*The Inside-Outside Book of Texas*. Seastar 2001. (P+)
A pictorial and geographic introduction to natural and man made Texas landmarks.

Murphy, Jill.
*What Next Baby Bear?* Putnam, 1986. (T-P)
While his mother readies his bath, Baby Bear makes a quick trip to the moon. OP

Myers, Walter Dean.
*Brown Angels: An Album of Pictures and Verse.*
HarperCollins, 1993. (P-I)
This unusual book pairs photographs of black children from the early part of this century with verses written by Myers.

Navarro, Laura.
*Marcelo el murciélago / Marcelo the Bat.* Bat Conservation International, 1997. (P-I)
A bilingual story of Marcelo who has the daily routine of going out at night with his parents and other bats to hunt and eat insects. When winter comes, he has to learn what migration is. Some facts about bats are included after the story.

Naylor, Phyllis Reynolds.
*Sweet Strawberries.* Atheneum, 1999. (P-I)
A wife and her grumpy husband go to market where the wife gets upset with her husband for not buying any strawberries.

Nixon, Joan Lowery
*If You Say So Claude.* Warne, 1980. (T-P)
Shirley and Claude move across Texas in their covered wagon, looking for a peaceful place to settle down.

Nixon, Joan Lowery.
*Search for the Shadowman.* Delacorte, 1996. (I)
Because of a history assignment. a boy sets our to clear the name of one of his Texas ancestors.

Noble, Trinka Hakes.
*El día que la boa de Jimmy se comió la ropa.* Penguin, 1997. (P)
In this translation of *The Day Jimmy's Boa Ate the Wash,* Jimmy's boa constrictor wreaks havoc on the class trip to a farm.

Numeroff, Laura.
*The Best Mouse Cookie.* HarperCollins, 1999. (T)
Board book version of *If You Give A Mouse A Cookie.*

Numeroff, Laura Joffe.
*Si le das un panqueque a una cerdita.* HarperCollins, 1999. (T-P)
One thing leads to another in this translation of *If You Give A Pig A Pancake.*

Nye, Naomi Shihab.
*Habibi.* Simon & Schuster, 1999. (Y)
Moving from St. Louis to Jerusalem is no easy task at the age of 14. Lyana does not know what to expect from her "new" relatives and her new school. She learns that people's differences are blessings instead of curses.

Orozco, José-Luis.
*De colores and Other Latin American Folk Songs for Children.*
Dutton, 1994. (L)
Lyrics in Spanish and English and music to 27 children's songs from Spanish-speaking countries.

Orozco, José-Luis.
*Diez deditos / Ten Little Fingers & Other Play Rhymes and Action Songs from Latin America.* Dutton, 1997. (L)
Lyrics of traditional children's songs and rhymes from Latin Amerca with English translations.

Owens, William A.
*Texas Folk Songs.* SMU, 1976. (I+)
Folk songs which have been sung in Texas throughout the ages

Paparone, Pamela.
*Los cinco patitos: una rima tradicional.* North South, 1997. (T-P)
When her five little ducks disappear one by one, Mother Duck sets out to find them.

Parker, Laurie.
*Texas Alphabet.* Quail Ridge, 2000. (P-I)
Using rhyming words and the alphabet, Ms. Parker mentions some of the people, places, and things that make Texas great.

Parramón, José María.
*Mi primera vista a la granja*. Barron's, 1990. (T-P)
A class and its teacher visits a farm where they learn about such animals as cows, chickens, pigs, sheep, and rabbits.

Paulsen, Gary.
*Canyons*. Delacorte, 1990. (I-Y)
Two boys, separated by the canyons of time and two vastly different cultures, face challenges by which they become men. Coyote Runs, an Apache boy, takes part in his first raid—the one that will usher him into manhood. More than a hundred years later, while camping near Dog Canyon, fifteen-year-old Brennan Cole becomes obsessed with a skull that he finds, pierced by a bullet. He learns that it was the skull of an Apache boy executed by soldiers in 1864.

Pennington, Daniel
*Itse Selu: Cherokee Harvest Festival*. Charlesbridge, 1994. (P-I)
Tells about the Harvest Festival of the Cherokees.

Perl, Lila.
*Piñatas and Paper Flowers: Holidays of the Americas in English and Spanish.* Clarion, 1983. (I+)
A description of several Hispanic holiday and how they are celebrated around the world.

Pinkney, Andrea.
*Bill Pickett: Rodeo-Ridin' Cowboy.* Harcourt Brace, 1996. (P-I)
Describes the life and times of a rodeo star that was the son of a former slave.

Pinkney, Sandra.
*Shades of Black: A Celebration of Our Children.*
Scholastic, 2000. (T-P)
A simple photographic essay book shows the many shades of black.

Pittman, Helena Clare.
*Still-Life Stew.* Hyperion, 1998. (P-I)
Rosa grows a variety of bright and beautiful vegetables, picks them, paints a picture, and then makes them into a tasty stew.

Poulet, Virginia.
*Azulín visita a México.* Children's Press, 1990. (T-P)
In this translation of *Blue Bug Visits Mexico,* Azulín enjoys looking at the toys and crafts and at the people who are dancing at a party.

Press, Judy.
*Little Hands Big Fun Craft Book: Creative Fun for 2-to-6-year-olds.*
Williamson, 1995. (L)
Illustrated collection of seventy-five simple art and crafts project for preschoolers.

Ratz de Tagyos, Paul.
*Showdown at Lonesome Pellet*. Clarion, 1994. (P)
Saladin, an unassuming hero who wears a radish hat, delivers the Western town of Lonesome Pellet from the obnoxious Pointy Brothers. OP

Rees, David, and Luke Crampton.
*DK Encyclopedia of Rock Stars.* Dorling Kindersley, 1996. (Y+)
Eight hundred and six performers and groups are highlighted in this biographical dictionary.

Reeves, Judy.
*A Writer's Book of Days: A Spirited Companion and Lively Muse for the Writing Life*. New World Library, 1999. (Y+)
Reeves offers an inspiring writing suggestion for each day of the year and a chapter for each month to guide older young adult and adult writers.

Reisfeld, Randi.
*This Is the Sound: The Best of Alternative Rock.* Aladdin, 1996. (Y)
Identifies today's top alternative bands, observes what they are saying, and points out how they are affecting the present generation.

Rice, James.
*Gaston Goes to Texas*. Pelican, 1978. (P-I)
Gaston the alligator gets hurled by a Louisiana hurricane into west Texas where he becomes the first alligator cowboy.

Rice, James.
*Texas Alphabet*. Pelican, 1988. (P-I)
Introduces words and names, from A to Z, significant to Texas history, beginning with Austin and concluding with Lorenzo de Zavala.

Rice, James.
*Texas Jack at the Alamo*. Pelican, 1989. (P-I)
The battle of the Alamo is described by an eyewitness jackrabbit.

Rice, James.
*Vaqueros*. Pelican, 1998. (P-I)
A history of the cowboy in America from the time the Spanish brought cattle to the New World in the 1500's through the Civil War.

Roberts, Willo Davis.
*Jo and the Bandit*. Atheneum, 1992. (I)
On her way to visit her uncle in Texas, a twelve-year-old girl is caught in a stagecoach robbery and befriends an outlaw that wishes to change his ways.

Rogers, Lisa Waller.
*Angel of the Alamo: A True Story of Texas.* Benson, 2000. (I+)
The story of one girl's life during the siege at the Alamo.

Ross, Gayle.
*How Turtle's Back Was Cracked.* Dial, 1995. (P+)
Turtle brags about killing coyote (when it was really possum) and the wolves decide to teach him a lesson which results in the pattern on his shell.

Ross, Kathy.
*Crafts for Kids Who Are Wild About Deserts.* Millbrook, 1998. (L)
Provides instruction for twenty projects for crafts such as a cactus puppet, a tortoise treasure keeper, an egg carton rattlesnake, a sand art necklace, and more.

Ross, Kathy.
*Every Day is Earth Day: A Craft Book.* Millbrook, 1995. (L)
Includes many suggestions for earth-friendly crafts.

Rossi, Joyce.
*The Gullywasher / El chaparrón torrencial.* Rising Moon, 1998. (I)
In this tall tale to his granddaughter, a grandfather explains to her why he looks the way he does.

Rounds, Glen.
*The Cowboy Trade.* Holiday House, 1994. (I+)
How cowboys really lived and worked.

Rounds, Glen.
*Cowboys.* Holiday House, 1991. (T-P)
Follows a cowboy from sunup to bedtime as he rounds up cattle, kills a rattlesnake, and plays cards in the bunkhouse after dinner.

Royston, Angela.
*Life Cycle of an Oak Tree.* Heinemann, 2000. (P)
Introduces the life cycle of an oak tree, from the sprouting of an acorn through its more than 100 years of growth.

Ryder, Joanne.
*Mockingbird Morning.* Simon & Schuster, 1989. (P)
A young girl explores the sights and sounds of an early morning. OP

Sachar, Lois.
*Holes.* Farrar Straus, 1998. (I+)
A young boy is sent to a juvenile correctional camp in the Texas desert.

Sáenz, Benjamin Alire.
*A Gift from Papa Diego / Un regalo de papá Diego.* Cinco Puntos, 1998. (I)
In this bilingual story, when little Diego gets a Superman outfit for his birthday, he hopes to fly across the border to Mexico to be with his grandfather whom he loves.

Sakai, Kimiko.
*Sachiko Means Happiness.* Children's Book Press, 1990. (P-I)
Although at first Sachiko is upset when her grandmother no longer recognizes her, she grows to understand that they can still be happy together.

Salgado, Antonio.
*Canciones infantiles: las más bellas y tradicionales canciones para niños.* Selector, 1999. (L)
Traditional songs Spanish songs for children.

Salinas, Bobbi.
*Los tres cerdos / The Three Pigs: Nacho, Tito, and Miguel.* Piñata, 1998. (P)
This bilingual retelling of "The Three Little Pigs" takes place in the Southwest. Miguel, the cleverest of the pigs, sees through the wolf's artificially sugared tricks, and ultimately destroys the wolf's power to deceive others. The story exposes how those in positions of power are often less strong and frightening than we are sometimes led to believe.

Sánchez, Juanvi.
*El cuento del Señor Pato.* Spain: Anaya, 1998. (T-P)
This is the story of an inquisitive duck.

Sanromán, Susana.
*La señora regañona.* Mexico, D.F: Fondo de Cultura Económica, 1997. (T-P)
Beautifully illustrated poem about a girl who at first is frightened of the moon and later learns to see "her" as a friend.

Sastrías, Martha.
*El sapo que no quería comer*. Mexico, D.F.: Fondo de Cultura Economica, 1998. (P)
King Frog gets invited to Queen Turtle's kingdom. There she feeds him the best food of her kingdom but he refuses to eat, until an astute physician tells the Queen that she must feed bugs to the King.

Scieszka, Jon.
*La verdadera historia de los tres cerditos*. Viking Penguin, 1991. (P-I)
In this translation of *The True Story of the Three Little Pigs*, the wolf gives his own outlandish version of what really happened.

Scott, Ann Herbert.
*Cowboy Country*. Houghton Mifflin, 1996. (T-P)
An old "buckeroo" tells about life as a cowboy and how it has changed him since he became one.

Scott, Elaine.
*Adventures in Space: The Flight to Fix the Hubble.*
Hyperion, 1995. (I-Y)
A behind-the-scenes look at NASA and the repair of the HubbleTelescope. OP

Shannon, George.
*La cancion del lagarto / Lizard's Song*. Morrow/Avon 1994. (T-P)
Bear tries to learn lizard's song.

Shaw, Charles.
*Indian Life in Texas*. State House, 1987. (I+)
Depicts the unique struggles of the Native Americans both on and off of reservations.

Shaw, Charles G.
*It Looked Like Split Milk*. Harper Festival, 1993. (T)
In this classic title different shapes turn out to be clouds. Available in board book.

Shefelman, Janice Jordan.
*Spirit of Iron* . Eakin, 1987. (I)
A young girl disguises herself as a boy to find her kidnapped Lipen Apache friend. Sequel to *A Paradise Called Texas.*

Sherman, Josepha.
*Steer Wrestling*. Heinemann, 2000. (P-I)
Covers the basics in steer wrestling as a rodeo event.

Sierra, Judy and Robert Kaminski.
*Multicultural Folktales: Stories to Tell Young Children.*
Oryx, 1991. (L)
Twenty-five folktales representing the peoples and cultures of Europe, Asia, Africa, and North America, including Latin American and African American stories.

Sizer, Mona D.
*Texas Heroes: A Dynasty of Courage.* Republic of Texas, 2000. (L)
A collection of stories about noted Texan heroes through history.

READ ACROSS TEXAS

Smith, Cynthia Leitich.
*Jingle Dancer.* Morrow, 2000. (P+)
A contemporary Native American tale of a young girl's dream of joining the dancers at the next powwow.

Smith, Erica.
*Write It Down! A Girl's Guide to Keeping a Journal.* Rosen, 1999. (Y)
Discusses journal writing as a useful and fun activity to help middle school girls learn about themselves and express their thoughts and feelings.

Smith, Joanne.
*Cuisine, Texas: A Multiethnic Feast.* University of Texas, 1995. (Y+)
How did ethnic dishes find their way to Texas kitchens? Often immigrants brought their treasured recipes to Texas but did not have their familiar ingredients. Substitutions were made and that is why some of our favorite dishes have a unique Texas taste. Chapters are divided by countries and types of foods.

Soto, Gary.
*Chato y cena.* Putnam, 1997. (P-I)
In this translation of *Chatos Kitchen*, Chato the cat prepares a lot of good food to attract the mice who have moved into the barrio.

Soto, Gary.
*Chato's Kitchen.* Putnam, 1995. (P)
A cat invites a family of mice to his home to share a tasty meal of salsa and enchiladas.

Soto, Gary.
*El viejo y su puerta.* Paper Star, 1998. (P)
Misunderstanding his wife's instructions, an old man sets for a party with a door on his back.

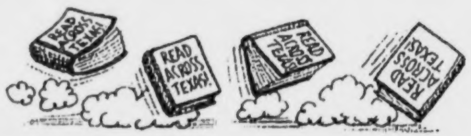
Spencer, Joyce.
*Fabulous Framing.* Sally Milner, 2000. (Y+)
Spencer doesn't make frames with any wood-making tools. All that's needed are ready-made frames, paints, brushes, and some common household items and natural objects.

Spohn, Kate.
*Ruth's Bake Shop.* Orchard, 1990. (P)
Ruth, an octopus who loves to bake, spends so much time making shortbread, pies, cookies, and cakes that she opens her own bake shop. OP

Stanush, Barbara Evans.
*Texans: A Story of Texan Cultures for Young People.* University of Texas Institute of Texas Cultures, 1988. (L)
Provides information and activities on the various cultures living in Texas.

Stevens, Carla.
*A Book of Your Own: Keeping a Diary or Journal.* Clarion, 1993. (Y)
This book describes how to create and keep journals and has lots of examples from famous and not-so-famous people's journals.

Steves, Rick.
*Rick Steves' Guides.* John Muir Publications. (Y+)
Rick Steves' guides present the big picture as well as the essential details travelers need to know when starting a trip. His expertise relies on the fact that he has traveled almost everywhere.



Stewart, Finley. ed.
*Best Stories from the Texas Storytelling Festival.*
August House, 1995. (I+)
A collection of stories rich in Texas heritage that have been told at the Texas Storytelling Festival.

Stilwell, Alexander.
*The Encyclopedia of Survival Techniques*. Amber, 2000. (Y+)
The beginning chapters are divided into types of regions: desert, sea, tropics, polar, and mountains. The second half of the book includes information about first aid, fire making, food, navigation, river crossings, ropes and knots. Black and white line drawings illustrate concepts through out the book.

Stover, Jill.
*Alamo Across Texas*. Lothrop, 1993. (P)
When a drought dries up his perfect river home, Alamo the Alligator sets off to find a new place to live.

Stroud, Virginia.
*A Walk to the Great Mystery*. Dial, 1995. (P+)
A brother and sister visit their grandmother, a Cherokee medicine woman, who shows them the spirit of life in all living things. OP

Sturges, Philemon.
*The Little Red Hen (Makes a Pizza)*. Dutton, 1999. (P-I)
The Little Red Hen wants to make a pizza but only has a can of tomato sauce, so she proceeds to take all the necessary steps to make the pizza without the help of duck, dog, and cat. When the smell of pizza is in the air, the three friends change their tune with an amusing twist.

Stutson, Caroline.
*Cowpokes*. Lothrop, 1999. (T-P)
Cowpokes wake, eat flapjacks, rope strays, mend fences, and strum guitars.

Sutcliffe, Jane.
*Babe Didrikson: All Around Athlete*. Carolrhoda, 2000. (P-I)
The story of Babe Didrikson, track and field star, beginning when she was a young girl in Texas.

Sykes, Julie.
*Los huevos de Dora*. Lectorum, 1998. (T-P)
As she goes around seeing the babies of the other farmyard animals, Dora becomes less and less proud of her first eggs, until they hatch into cute chicks. This is a translation of *Dora's Eggs*.

Tafolla, Carmen.
*Baby Coyote and the Old Woman / El coyotito y la viejita.* Wings, 2000. (I)
A bilingual story of a coyote who teaches his friend how to care for the place that they both love.

Temko, Florence.
*Traditional Crafts from Mexico and Central America.*
Lerner, 1996. (L)
Directions for making eight traditional crafts.

Terzian, Alexandra M.
*The Kids Multicultural Art Book: Art & Craft Experiences From Around the World.* Gareth Stevens, 1998. (I-L)
A well-illustrated collection of simple craft projects from around the world.

Thomas, Joyce Carol.
*I Have Heard of a Land.* HarperCollins, 1998. (I)
Describes the joys and hardships experienced by an African-American pioneer woman who staked a claim for free land in the Oklahoma territory.

Thong, Roseanne.
*Round is Moon Cake: A Book of Shapes.* Chronicle, 2000. (T-P)
Asian heritage is introduced through shapes.

Tiller, Ruth.
*Cinnamon, Mint, and Mothballs: A Visit to Grandmothers House.* Browndeer, 1993. (P-I)
When a child stays overnight at her grandmothers house, she becomes aware of all the different sights, sounds and creatures there.

Totten, Kathryn.
*Storytime Crafts.* Alleyside, 1998. (L)
Forty-four simple crafts based on storytime themes.

Turner, Ann.
*Let's Be Animals.* Harper, 1998. (T-P)
A simple book for preschoolers featuring many animals.

Turner, Ann.
*Sewing Quilts.* Macmillan, 1994. (P-I)
A pioneer girl sees pieces of her life sewn into the quilts she, her sister, and her mother make.

Turner, Robyn Montana.
*Texas Traditions: The Culture of the Lone Star State.* Little Brown, 1996. (I+)
An overview of Texas culture, customs and traditions including information on festivals, people, and recipes for popular food.

VanLeeuwen, Jean.
*Going West.* Dial, 1992. (P-I)
Follows a family's emigration by prairie schooner from the East, across the plains to the West. OP

Varriale, Jim.
*Take a Look Around: Photography Activities for Young People.* Milbrook, 1999. (I+)
Varriale recommends an inexpensive 35mm point-and-shoot camera with black and white film and a flash for the projects in this book. His projects teach young people about shadow and light, camera angles, frame and scale, composition, sequencing, action shots, peak moments in an action, group portraits, and mood photos. Each project is accompanied with a photo example of the lesson he is teaching. Kids from 9 to 15 years old took the photos at summer camp.

Velthuijs, Max.
*Sapo enamorado.* Venezuela: Ekare Ediciones/Banco del Libro, 1994. (P)
In this translation of *Frog in Love,* Frog is head-over-heels in love with Duck but he is too shy to tell her so. He paints her a picture, sends her flowers, and jumps the high jump to demonstrate his affection.

Wade, Mary Dodson.
*I'm Going to Texas / Yo voy a Tejas.* Colophon, 1995 (T-I)
A simple bilingual story highlighting what Texas has to offer. Each page has a box with additional facts about Texas.

Wade, Mary Dodson.
*"T" Is For Texas.* GHB, 2000. (P-I)
An alphabet book with facts about Texas.

Wade, Mary Dodson.
*Texas Fun Facts & Games.* GHB, 2000. (L)
A companion resource book to *"T" is for Texas.*

Wadham, Tim.
*Lions, and Tigers, and Books-Oh My!: Program Guide for the Texas Reading Club 1993*. Texas State Library and Archives Commission, 1993. (L)
The 1993 program manual features many wonderful ideas for programs, including how to make puppets of various Texas animal.

Wallace, Mary.
*I Can Make Gifts*. Owl, 1995. (L)
Using common household odds and ends, kids can make gifts that are fun, easy, and great-looking.

Walter, Virginia.
*Hi, Pizza Man.* Scholastic, 1995. (T-P)
A delightfully silly story of a little girl who is waiting for a pizza to be delivered. OP

Wang, Mary Lewis.
*El príncipe rana.* Children's Press, 1989. (P)
A retelling of the Brothers Grimm's fairy tale, "The Frog Prince," in which a frog retrieves a ball for a princess in return for a promise that she is reluctant to keep. OP

Warren, Betsy.
*Twenty Texans: Historic Lives for Young Readers.* Hendrick-Long, 1985. (I+)
Biographies of twenty men and women throughout history.

Weiss, George David.
*What a Wonderful World.* Atheneum, 1995. (T-P)
The song made popular by Louis Armstrong in the 1960's is brought to life with Ashley's Bryan's illustrations.

Wellington, Monica.
*Bunny's Rainbow.* Dutton, 1999. (T)
Simple board book with bright illustrations.

Wells, Rosemary.
*La estupenda mamá de Roberta*. Santillana, 1995. (P-I)
In this translation of *Hazel's Amazing Mother,* Roberta, a little badger, comes to understand what a truly special mother she has.

Wells, Rosemary.
*Léale a su conejito.* Scholastic, 1999. (T-P)
Brief text and colorful illustrations tell what happens when parents and children share twenty minutes a day reading in this translation of *Read to Your Bunny*.

Wells, Rosemary.
*Max's Breakfast.* Dial, 1985. (T)
In this board book, Max's sister tries hard to get him to eat his egg.

Wilder, Laura Ingalls.
*Going West: (My First Little House Books).* HarperCollins, 1996. (T-P)
A young pioneer girl and her family prepare to travel west in a covered wagon.

Williams, Carol Lynch.
*My Angelica.* Delacorte, 1999. (Y)
Fifteen-year-old Sage is enthusiastic about submitting her historical romance novel to the school creative writing contest, but her would-be boyfriend George thinks that it is awful and tries to stop her.

Williams, Docia S.
*Best Tales of Texas Ghosts.* Wordware, 1997. (I-L)
A collection of ghost stories from Texas.

Williams, Vera B.
*"More, More, More," Said the Baby.* HarperCollins, 1990. (T-P)
A trio of multigenerational, multi-racial "love stories" about three babies and their grown ups. Available in board book.

Williamson, Sarah Heinze.
*Amarillo: The Yellow Rose of Texas.* Eakin, 1996. (P-I)
Prairie Dog Pete tells about Texas and Amarillo history using rhyming text and colorful pictures.

Wilson, Keith.
*Photography.* Random House, 1994. (Y+)
Published for young people, this book includes chapters on using a camera, lenses, filters, vacation pictures, and competitions. Pictures on every page illustrate techniques. The last few pages introduce advanced photography.

Winter, Jeanette.
*Cowboy Charlie: The Story of Charles M. Russell.* Harcourt Brace, 1995. (P+)
A picture book biography of the famous artist.

Winter, Jeanette.
*Follow the Drinking Gourd.* Knopf, 1988. (I+)
Using the words to the song "The Drinking Gourd" runaway slaves find their way to Canada through the underground railroad.

Winter, Jeanette.
*Twinkle, Twinkle Little Star.* Harcourt Brace, 2000. (T)
Beautifully illustrated children's song in board book format.

Wood, Audrey.
*La casa adormecida.* Harcourt Brace, 1995. (P)
In this translation of *The Napping House,* a wakeful flea atop a number of sleeping creatures causes a commotion with just one bite.

Yaccarino, Dan.
*Zoom! Zoom! I'm Off to the Moon.* Scholastic, 1997. (T-P)
A trip to the moon is told in simple rhyming text.

Yolen, Jane.
*Street Rhymes Around the World.* Boyds Mills, 2000. (L)
Gives examples of various rhymes used around the world.

Yorinks, Arthur.
*Whitefish Will Rides Again!* HarperCollins, 1994. (P)
It's up to lawman Whitefish Will to come to the rescue when a gang of outlaws steal all the horses and threaten to burn down the entire town.

Zappler, Georg.
*Learn About Texas Indians.* Texas Parks and Wildlife, 1996. (I+)
Activities and information about Texas Indians.

Zappler, Georg.
*Learn About Texas Dinosaurs.* Texas Parks and Wildlife, 1994. (I+)
Activities and information about Texas dinosaurs.

Zemach, Margot.
*La gallinita roja.* Mirasol, 1992. (T-P)
The little red hen discovers that none of her lazy friends are willing to help her plant, harvest, or grind wheat into flour, but all are eager to eat the bread she makes when the work is done.

## AUDIO RECORDINGS

Armstrong, Louis.
*The Very Best of Louis Armstrong.* Crimson, 1998. (CD) (L)

Backstreet Boys.
*Black & Blue.* Zomba, 2000. (cassette/CD) (I+)

Baker, Georgette.
*Cantemos Chiquitos #2: More Traditional Songs From South of the Border.* Cantemos, 1994. (cassette) (P)

Beall, Pamela Conn.
*Wee Sing Sing-Alongs.* Price Stern Sloan, 1990. (cassette) (P)

*The Best of World Music: World Dance Party.* Putumayo World Music, 1994. (cassette/CD) (P+)

Buckwheat Zydeco.
*Choo Choo Boogaloo.* Music for Little People, 1994. (cassette/CD) (T-P)

*The Choctaw Way: A Blend of Music, Chant and Story That Honors the Choctaw Indian Tribe.* Storytribe Publishing, 4417 Morningside Way, Canyon Lake, TX 78133/ (830) 899-5678. (cassette/CD) (T+)

Cogen, Lyle.
*Friends Like You and Me.* Molzac Music, 1995. (cassette/CD) (T-P)

*Country for Kids: Vol. 1-3.* Various Artists. CMH, 1994. (CD) (P-I)

*Country Music for Kids.* Disney, 2000. (cassette/CD) (I+)

Cri-Cri.
*Serie platino.* BMG/U.S. Latin, 1996. (cassette/CD) (P-I)

DC Talk.
*Welcome to the Freak Show: Live in Concert.* ForeFront, 1997. (cassette/CD) (Y+)

del Rey, María.
*Universe of Song.* Music For Little People, 1999. (CD) (T+)

Feinstein, Michael.
*Pure Imagination.* Elektra, 1992. (CD) (T-P)

*For Our Children.* Disney, 1992. (CD) (T-P)

Ingham, Donna.
*Texas (& Texanized) Myths & Legends.* Wordshop Press, 2001. (cassette) (P+)

Lenero, Maruja
*Oquixpi: Música creativa infantil*. Centro de Estimulacion Temprana Oquixpi, 1999. (cassette/CD) (T+)

Madonna.
*Madonna Music.* Warner Brothers, 2000. (cassette/CD) (Y+)

*Maná.*
*Unplugged.* WEA Latina, 1999. (cassette/CD) (Y+)

*Mariachi: Folklore de Mexico.* Laserlight, 1998. (CD) (I+)

Matchbox Twenty.
*Mad season.* Atlantic, 1996. (cassette/CD) (Y+)

Nakai, R Carlos.
*Mythic Dreamer: Music for Native American Flute*. Canyon, 1998. (CD) (I+)

*Onda Sonora: Red Hot + Lisbon*. Bar None, 1999. (cassette/CD) (Y+)

Orozco, José-Luis.
*De Colores and Other Latin American Folk Songs for Children.* Arcoiris, 1998. (cassette/CD) (T+)

Orozco, José-Luis.
*Diez deditos / Ten Little Fingers.* Arcoiris, 1998. (cassette/CD) (T+)

Orozco, José-Luis.
*Vol. 1 - Lírica infantil*. Arcoiris, 1998. (cassette/CD) (T+)

Orozco, José-Luis.
*Vol. 3 - Lírica infantil*. Arcoiris, 1998. (cassettte/CD) (T+)

*Putumayo Presents Latino! Latino!* Putumayo World Music, 1997. (cassette/CD) (Y+)

Radiohead.
*Kid A.* Capitol, 2000. (cassette/CD) (Y+)

Raffi.
*One Light, One Sun.* Rounder, 1985. (cassette/CD) (T-P)

Raffi.
*Raffi In Concert With the Rise and Shine Band.* MCA, 1989. (cassette/CD) (T-P)

Sanders, Don.
*Sourdough Cowboy.* Green Giraffe, 1994. (cassette) (T-I)

Seeger, Pete.
*Birds, Beasts, Bugs and Fishes: Little & Big: Animal Folk Songs.* Folkways, 1997. (cassette/CD) (P+)

Sesame Street.
*Elmo's Lowdown Hoedown.* Sony, 1998. (CD) (T-P)

Soler, Francisco Gabilondo.
*Grandes éxitos Cri-Cri, Digital 2*. BMG/U.S. Latin, 1992. (cassette/CD) (P-I)

Tingle, Tim.
*Grandma Spider Brings the Fire and Other Native American Stories*. Storytree, 2001. (cassette) (I+)

U2.
*All That You Can't Leave Behind*. Interscope, 2000. (cassette/CD) (Y+)

*Weaving the Strands: Music by Contemporary Native American Women*. Red Feather, 1998. (CD) (I+)

## VIDEOS

Note: You must have public performance rights for all videos shown in programs at the library.

*All the Colors of the Earth.* Weston Woods, 1995. (7 minutes) (T-P)
This video celebrates the diversity of children laughing, loving and glowing with life and has a captivating musical score.

*American Tall Tale Heroes*. CFV, 1974. (15 minutes) (P-Y)
Depicts the adventures of four American folk heroes including Pecos Bill)

*Annie Oakley.* Rabbit Ears, 1992. (30 minutes) (P-I)
Depicts the exploits of sharpshooter Annie Oakley.

*Battle of the Alamo*. A & E, 1993. (50 minutes) (I+)
Kenny Rogers hosts this documentary on the battle of the Alamo.

*Birding Texas*. Texas Parks and Wildlife, 1993. (37 minutes) (I+)
From springtime migration to attracting birds to your backyard, this video provides entertainment and education about Texas birds. Available with public performance rights from Texas Video Library at www.icia.org/texas/library.html.

*Chato's Kitchen.* Scholastic, Weston Woods, 1999. (11 minutes) (T-P)
Chato the cat invites a family of mice to his home to share a tasty meal of salsa and enchiladas. Cheech Marin provides lively narration.

*Cost of Freedom: In Search of Freedom*. Grace Products, 1991. (40 minutes) (I)
A girl is transported back in time in order to experience the Alamo firsthand.

*Davy Crockett*. AIMS, 1992. (30 minutes) (P-I)
Larger than life Davy Crocket is depicted as an American tall tale hero.

*Destinations: The Best of Texas Parks and Wildlife.* Texas Parks and Wildlife, 1997. (49 minutes) (I-L)
A tour of the state's most picturesque attractions. Viewers will enjoy discovering wildflowers in bloom, bird watching, rafting the Rio Grande, traveling through the Big Ben area and more. Available with public performance rights from Texas Video Library at www.icia.org/texas/library.html.

*El Gaucho Goofy.* WDEM, 1971. (8 minutes) (P-I)
Goofy, changes from and American cowboy to an Argentinian gaucho and illustrates the differences.

*¿Eres tú mi mamá?* Random House, 1994. (10 minutes) (T-P)
Spanish version of P.D. Eastman's *The Best Nest.* Mr. and Mrs. Bird go in search of a new nest, coming to the conclusion that their old nest is the best.

*Fox Went Out on a Chilly Night.* Weston Woods, 1968. (8 minutes) (P-I)
Based on the book by the same title, this video traces the chase for a fox who tried to feed his family.

*Hermitage Masterpieces, Vol. 1-6.* Studio Quart, 1992. (80 minutes each) (Y+)
This six volume set offers and opportunity to view one of the world's greatest museums. Located in St. Petersburg, Russia, the Hermitage houses countless masterpieces from every school of Western art.

*The History of Rock 'n' Roll, Vol. 1-10.* Time-Life, 1995. (60 minutes each) (Y+)
From Volume 1, "Rock 'N' Roll Explodes" to Volume 10, "Up from the Underground" the history of rock 'n' roll is never boring in this series.

*History of Texas Indians: Texas Buffalo Hunters and Warriors.* SVE, 1998. (28 minutes) (I+)
Depicts the major Indian tribes through history and their lifestyle and culture as it was affected by the white man.

*Home on the Range.* View-Master, 1986. (25 minutes) (P-I)
The Kidsong Kids go to a western town and to a Fourth of July celebration where they sing 11 favorite American, western & traditional songs.

*How to Visit an Art Museum.* Tellens, 1993. (29 minutes) (Y+)
Stunningly photographed within the galleries of one of the world's great museums, The Art Institute of Chicago, this video has tips on how to see and appreciate art.

*Into the Circle: An Introduction to Native American Powwows.* Film Ideas, 1993. (58 minutes) (I+)
Documents the tribal ceremonies and songs from a contemporary powwow through footage and interviews.

*Introduction to Texas Wildflowers.* Chip Taylor, 1991. (20 minutes) (P+)
A review of the 21 most popular and most recognized wildflowers in Texas.

*The Last of the Caddoes.* Phoenix, 1982. (29 minutes) (P-I)
As exploration of not only a part of our American Indian heritage, but of the coming of age of a young boy as well. It captures the essence of life in the thirties for parents and child alike, while evoking the spirit and beauty of American folklore.

*Life Across Centuries.* Texas Video Library. (29 minutes) (I+)
Discusses Texas history with visits to the Sauer-Beckmann Living History Farm, Ft. McKavett, and the Fulton Mansion. Available with public performance rights from Texas Video Library at www.icia.org/texas/library.html.

*Louvre 200 Vol. 1-3.* Public Media Home Vision, 1993. (59 minutes each) (Y+)
Three guided tours that explore the fascinating history of the museum, provide a look at its most precious art, and reveals how the museum inspired great painters and sculptors throughout the ages.

*McGruff Files: People Different but Alike.* AMI, 1993. (18 minutes) (P-I)
McGruff teaches kids how to handle ethnic diversity.

*Meanwhile Back at the Ranch*. GPN, 1983. (29 minutes) (P-I)
Based on the book by Trinka Hakes Noble, this is a segment of the television program and features the story about Pa, who goes to town for some excitement, but whose day pales in comparison to what was going on back at the ranch.

*Nolan Ryan: Feel the Heat.* HPG Homevideo, 1990. (46 minutes) (I+)
The life and times of the famous baseball legend Nolan Ryan.

*The Patchwork Quilt.* GPN, 1988. (30 minutes) (P-I)
Segment of the television program featuring the story about how, using scraps cut from the family's old clothing, Tanya helps her grandmother and mother make a beautiful quilt that tells the story of her family's life. Also discusses patchwork quilts at the Boston Children's Museum.

*Pecos Bill.* AMI, 1988. (30 minutes) (P-I)
The story of the American folk hero, Pecos Bill.

*Pete's A Pizza.* Weston Woods, 2000. (6 minutes) (T-I)
Pete's parents know exactly what to do when Pete's in a bad mood. Based on the book by William Steig.

*A Rainbow of My Own.* Live Oak, 1996. (5 minutes) (T-P)
A small boy finds a rainbow in his room.

*Reading Rainbow 51: Barn Dance*. GPN, 1989. (30 minutes) (P-I)
Includes book by John Archambault about authentic barn dance.

*Reading Rainbow 53: Knots on a Counting Rope.* GPN, 1988. (30 minutes) (P-I)
A young Indian boy must deal with his blindness.

Reading Rainbow 85: Sophie and Lou. *GPN, 1992. (30 minutes) (P-I)*
A mouse named Sophie overcomes her shyness by learning how to dance.

*Rick Steves' Travel the World Series*. Questar, 1997. (53 minutes) (Y+)
This series, which features lots of beautiful sights, historical background, and practical information, is one of the best of its kinds.

*Rock Art of Texas.* Texas Parks and Wildlife. (28 minutes) (I+)
Introduces viewers to the impressive Native American pictographs found in Texas. Available with public performance rights from Texas Video Library at www.icia.org/texas/library.html.

*Super Cities Series.* International Video Network, 1995. (30 minutes) (Y+)
This unique series transports the viewer to the center of a busy metropolis brimming with life and color.

*Texas Festivals.* Mockingbird Hill, 1994. (15 minutes) (P+)
Shows celebrations at Athens, Castroville, San Antonio, El Paso, Hondo, Luling, New Braunfels, Palacios, Port Arthur, Round Top, and Victoria. German, Mexican, Tiguan, and Alsatian cultures are featured. Available with public performance rights from Texas Video Library at www.icia.org/texas/library.html.

*Texas History Timeline.* Mockingbird Hill, 1994. (15 minutes) (I+)
Texas History Time Line is a nutshell version of Texas history. It begins in 1519 with Pineda's expedition. Historical figures discussed include Fr. Hidalgo, Bonham, Jane Long, Santa Anna, Bowie, Travis, Houston, Austin, and many more. Available with public performance rights from Texas Video Library at www.icia.org/texas/library.html.

*Texas: Land of Legends.* Mockingbird Hill, 1993. (29 minutes) (I+)
Texas History Time Line is a nutshell version of Texas history. It begins in 1519 with Pineda's expedition. Historical figures discussed include Fr. Hidalgo, Bonham, Jane Long, Santa Anna, Bowie, Travis, Houston, Austin, and many more. Available with public performance rights from Texas Video Library at www.icia.org/texas/library.html.

*Texas Symbols.* Mockingbird Hill, 1988. (15 minutes) (I+)
Texas Symbols begins with flags of Texas history and continues with symbols such as state tree, flower, bird, gem, song, and the state dish, chili. Other symbols shown include the Alamo, the Capitol, and the San Jacinto Monument. Available with public performance rights from Texas Video Library at www.icia.org/texas/library.html.

*Texas Symbols for Little Texans.* Mockingbird Hill, 1998. (15 minutes) (P+)
Tells about the best known Texas symbols such as the state bird, flower, and tree as well as more recent selections such as the state dish, fruit, insect, large mammal, small mammal, flying mammal, reptile, stone, gem, sport, song, and more. For children 4-9 years. Available with public performance rights from Texas Video Library at www.icia.org/texas/library.html.

*Texas Wildflowers.* Mockingbird Hill, 1993. (15 minutes) (P+)
Shows how wildflowers contribute to erosion control, water conservation, landscaping, and beautification. The bluebonnet legend is told, and the National Wildflower Research Center at Austin is discussed. Available with public performance rights from Texas Video Library at www.icia.org/texas/library.html.

*A Tour of the Prado.* Video Associates, 1983. (60 minutes) (Y+)
The Prado in Madrid, Spain displays more than six thousand paintings in its extensive and beautiful collection.

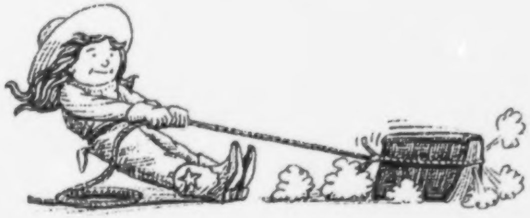
*Uffizi: Florence's Treasure House of Art: The Story of the Museum.*
VPI/AC Video, 1988. (60 minutes) (Y+)
View one of the world's oldest and most important museums which houses the finest collections of Italian Renaissance paintings.

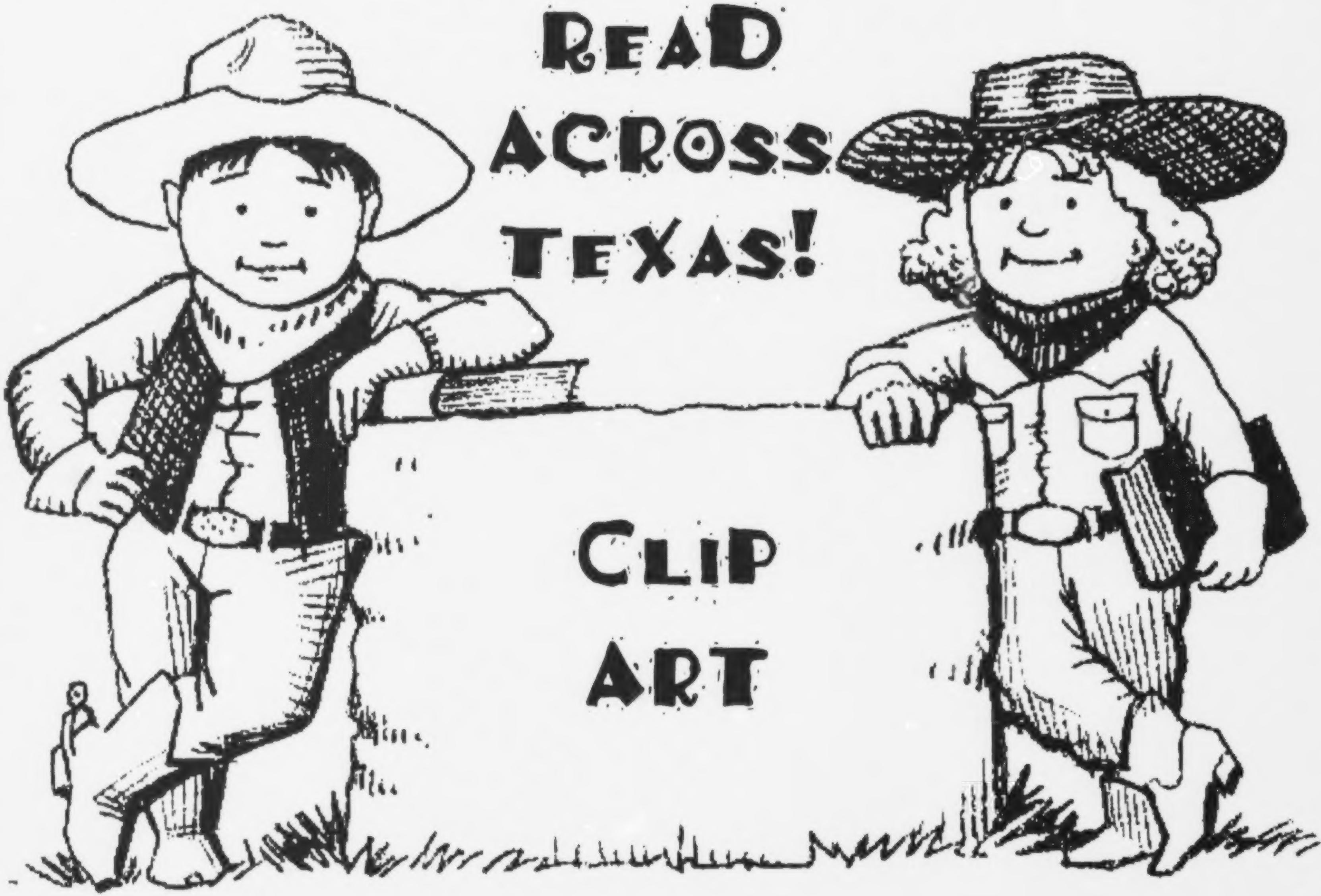
*United Tastes of America with Dorinda Hafner Vol 1-2.* PBS Home Video, 1998.
(240 minutes) (Y+)
Filled with authentic, delectable recipes, this video brings all the flavors of the country to every kitchen. Covers Italian American, Jewish American, Southwestern, Chinese American, African American, Cajun, German American, and Native American cuisine.

*The Very Hungry Caterpillar.* Disney, 1995. (25 minutes)
Five classic Eric Carle titles are included in this animated video.

## CD-ROM

*I Spy Junior.*
Scholastic, 1999. (T-P)
Engages kids with riddles and hundreds of colorful objects in familiar surroundings.




READ
ACROSS
TEXAS!
CLIP
ART

BEST COPY AVAILABLE

# READ ACROSS TEXAS!

## ACCEPTABLE USE OF CLIP ART

The Texas State Library and Archives Commission grants Texas Libraries a non-exclusive, non-transferable, limited right to reproduce all clip art in the Texas Reading Club manual to promote their libraries and the Texas Reading Club. It may be used to create items such as crafts, t-shirts, programs, and library decorations.

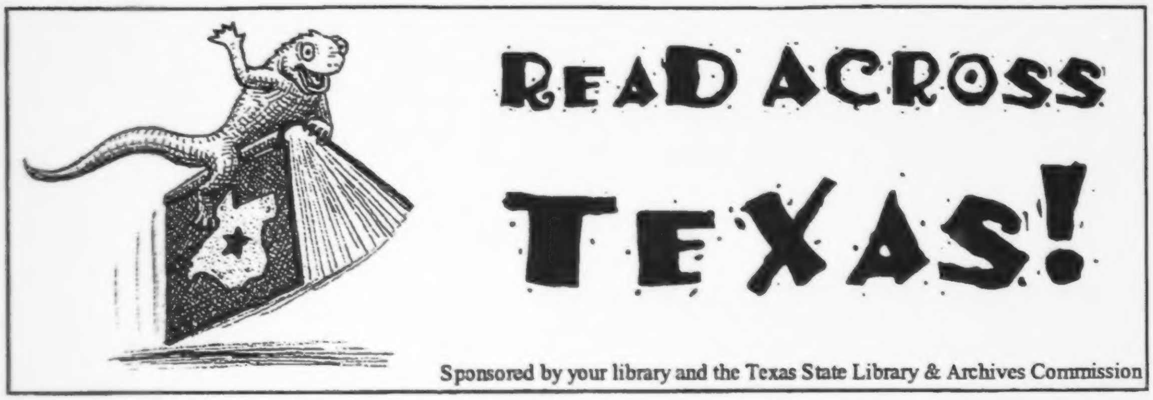
### BOOKMARKS, BORDERS, BUTTONS, CERTIFICATES, READING LOGS, AND MORE!

- ★ The art work in the manual may be used by Texas libraries for any library-related purpose, including, but not limited to, Texas Reading Club Promotional materials. Art may not be used on the World Wide Web.
- ★ Public libraries in Texas may use the art work to create items that will be sold only if the proceeds are returned to the library directly or through a Friends of the Library organization and sales are limited to Texas. Direct questions to the Texas State Library and Archives Commission, 512-463-6624.
- ★ Art work may not be changed or modified in any way. Libraries may resize and reverse the clip art, but may not alter it. The name of the library may be added, but the art is owned by the illustrator and should not be touched up, edited, or modified without permission.

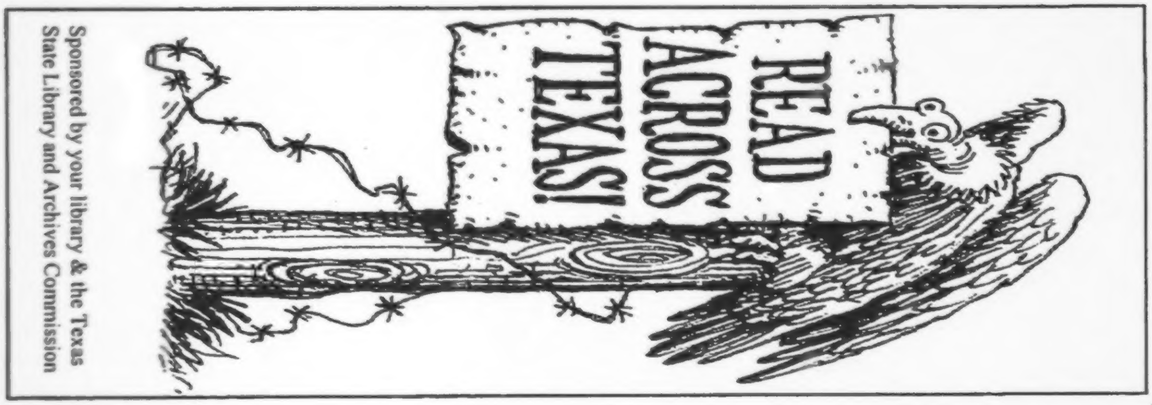
### TO USE CLIP ART

- ★ Start with your text idea.
- ★ Choose the clip art that best matches your text.
- ★ Scan or copy the clip art and reduce or enlarge it if needed.
- ★ Place the scanned clip art in your computer document, or cut it out and paste the clip art to your hardcopy original.
- ★ Add finishing touches, and print or copy your masterpiece!

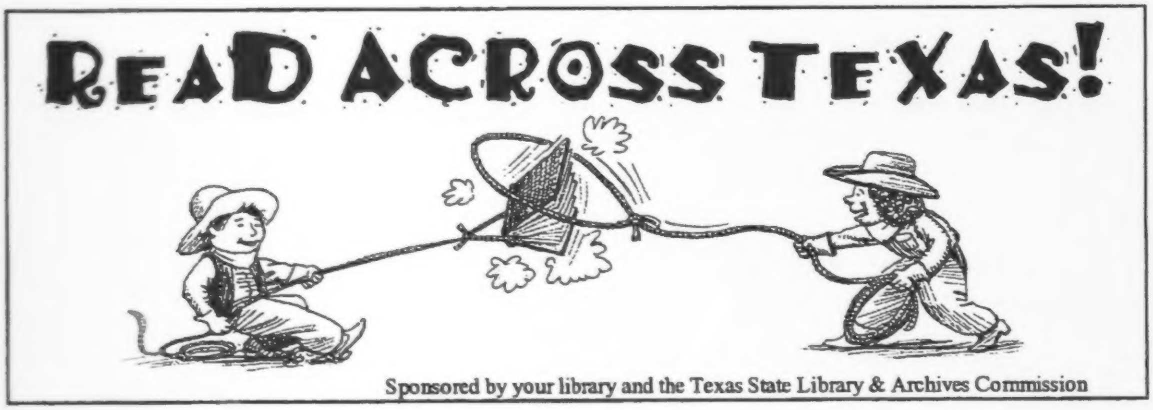
READ ACROSS TEXAS!


READ ACROSS
TEXAS!

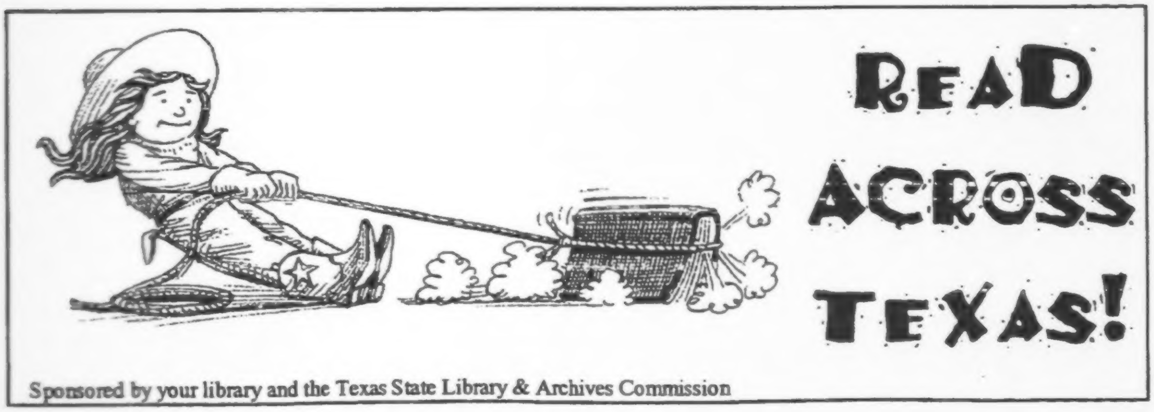
Sponsored by your library and the Texas State Library & Archives Commission


READ
ACROSS
TEXAS!

Sponsored by your library & the Texas State Library and Archives Commission


READ ACROSS TEXAS!

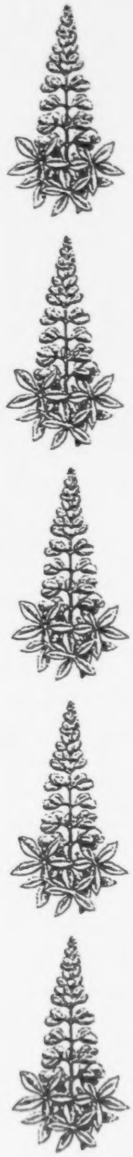
Sponsored by your library and the Texas State Library & Archives Commission

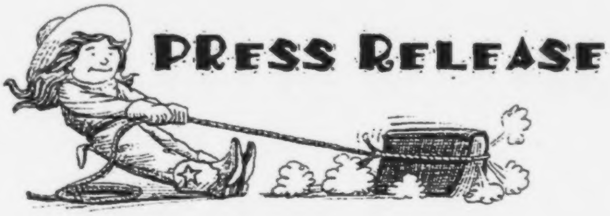

READ
ACROSS
TEXAS!

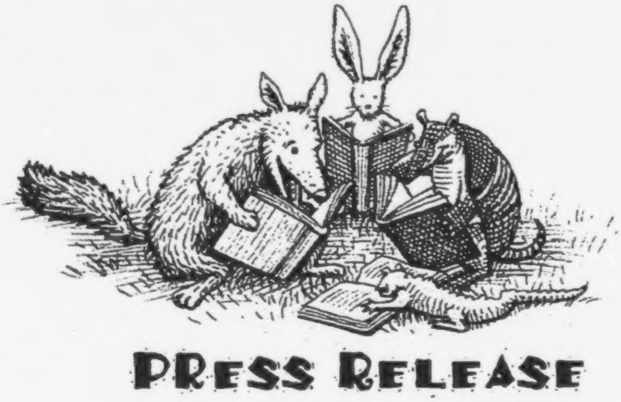
Sponsored by your library and the Texas State Library & Archives Commission

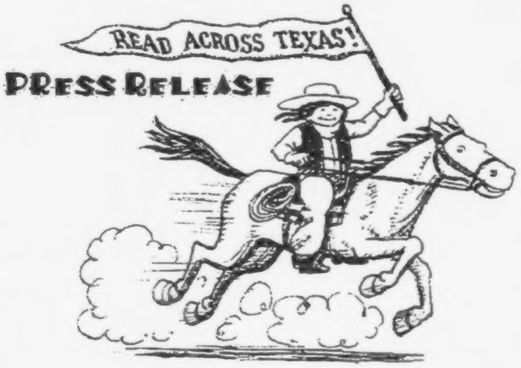
# BORDERS

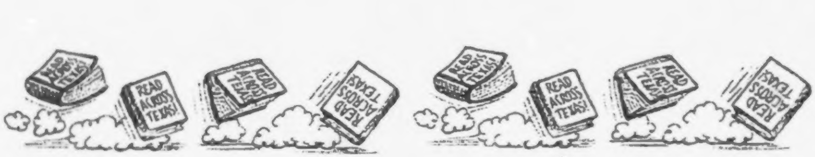
Use these borders and banners to decorate your letters, press releases and flyers




PRESS RELEASE


PRESS RELEASE


READ ACROSS TEXAS!
PRESS RELEASE


READ ACROSS TEXAS!

¡POR TEXAS VIAJAMOS CON LIBROS EN MANO!

¡Por Texas viajamos con libros en mano!

¡Por Texas viajamos con libros en mano!

**¡Por Texas viajamos con libros en mano!**

¡POR TEXAS VIAJAMOS CON LIBROS EN MANO!

**¡Por Texas viajamos con libros en mano!**

¡POR TEXAS VIAJAMOS CON LIBROS EN MANO!

**¡Por Texas viajamos con libros en mano!**

**¡Por Texas viajamos con libros en mano!**

---

READ ACROSS TEXAS!

Read Across Texas!

Read Across Texas!

**Read Across Texas!**

READ ACROSS TEXAS!

**Read Across Texas!**

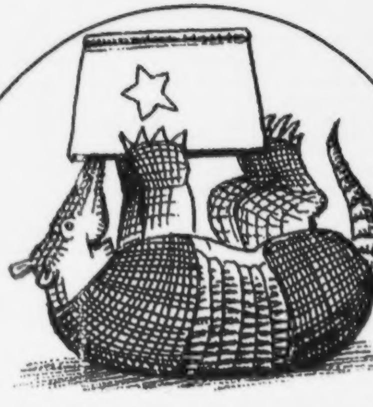
READ ACROSS TEXAS!

**Read Across Texas!**

**Read Across Texas!**

READ ACROSS TEXAS!

Texas Reading Club

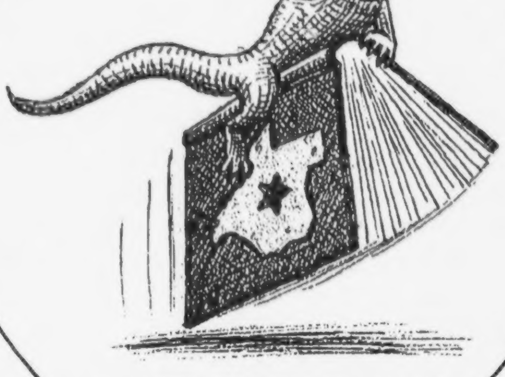


READ ACROSS TEXAS!

Texas Reading Club

READ ACROSS TEXAS!

Texas Reading Club



READ ACROSS TEXAS!

Texas Reading Club

# CERTIFICATE OF APPRECIATION

## FOR SUPPORT OF THE TEXAS READING CLUB

______________________________

LIBRARY

______________________________

CHILD'S NAME

______________________________

LIBRARIAN

______________________________

DATE

Sponsored by your library and the Texas State Library and Archives Commission

# TITLE LOG

NAME ____________________

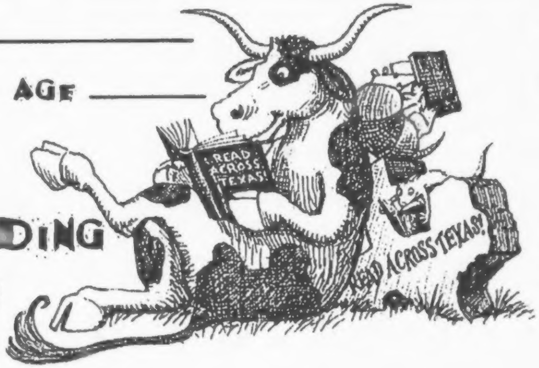
ADDRESS ____________________

CITY ____________________

STATE ____________ ZIP ____________

SCHOOL ____________

GRADE ________ AGE ________


READ ACROSS TEXAS!
READ ACROSS TEXAS!

**TEXAS READING CLUB 2002**

Write the titles of the books you read below:

1. ____________________
2. ____________________
3. ____________________
4. ____________________
5. ____________________

Sponsored Cooperatively by your Library and the Texas State Library and Archives Commission

# TITLE LOG

NAME ____________________

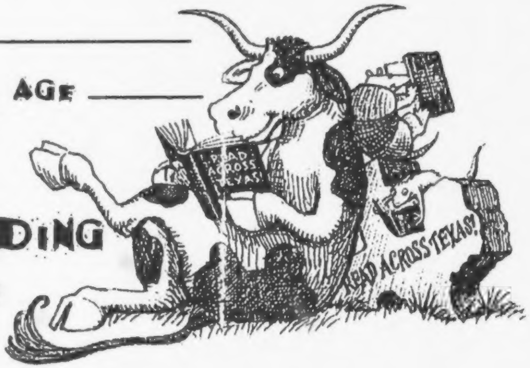
ADDRESS ____________________

CITY ____________________

STATE ____________ ZIP ____________

SCHOOL ____________

GRADE ________ AGE ________



**TEXAS READING CLUB 2002**

Write the titles of the books you read below:

1. ____________________
2. ____________________
3. ____________________
4. ____________________
5. ____________________

Sponsored Cooperatively by your Library and the Texas State Library and Archives Commission

Write the total number of books you read on the armadillo's book:

6. ____________________

7. ____________________

8. ____________________

9. ____________________

10. ____________________

11. ____________________

12. ____________________

13. ____________________

14. ____________________

15. ____________________

16. ____________________

17. ____________________

18. ____________________

19. ____________________

20. ____________________

Write the total number of books you read on the armadillo's book:

6. ____________________

7. ____________________

8. ____________________

9. ____________________

10. ____________________

11. ____________________

12. ____________________

13. ____________________

14. ____________________

15. ____________________

16. ____________________

17. ____________________

18. ____________________

19. ____________________

20. ____________________

## READ ACROSS TEXAS!

# TIME LOG

NAME ____________________

ADDRESS ____________________

CITY ____________________

STATE ____________________

ZIP ____________________

SCHOOL ____________________

GRADE ____________________

AGE ____________________

READ
ACROSS
TEXAS!

**TEXAS READING**
**CLUB 2002**

Sponsored Cooperatively by your
Library and the
Texas State Library and Archives Commission

## READ ACROSS TEXAS!

# TIME LOG

NAME ____________________

ADDRESS ____________________

CITY ____________________

STATE ____________________

ZIP ____________________

SCHOOL ____________________

GRADE ____________________

AGE ____________________

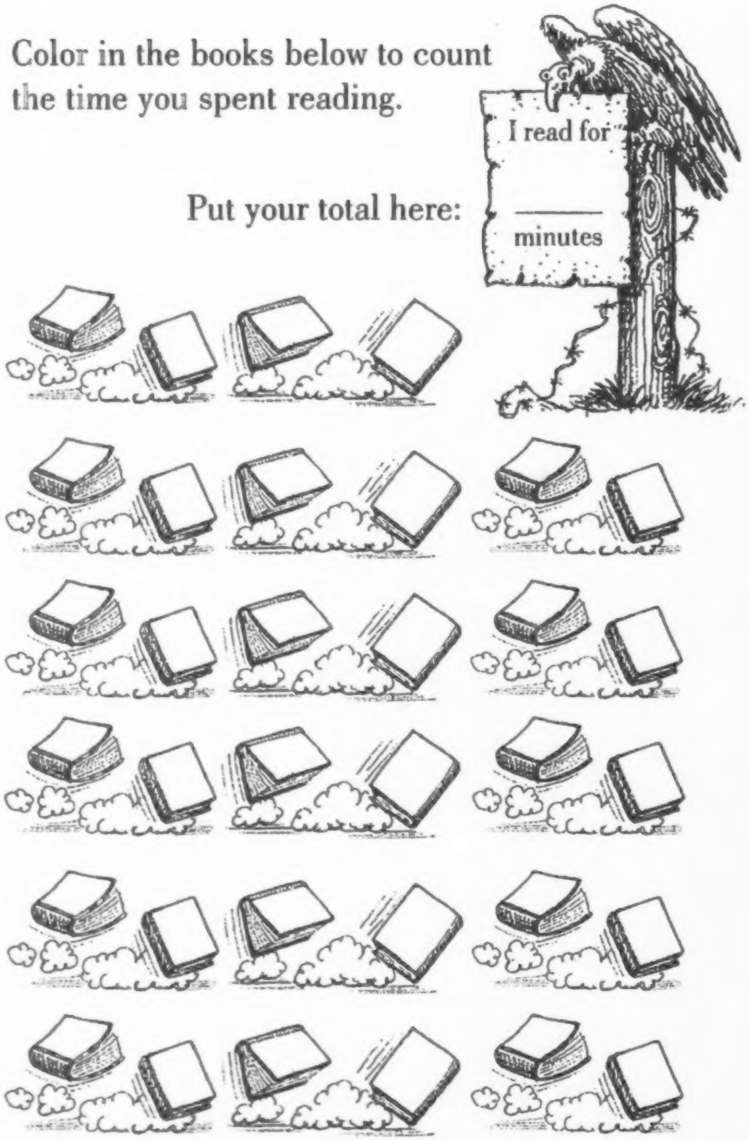
READ
ACROSS
TEXAS!

**TEXAS READING**
**CLUB 2002**

Sponsored Cooperatively by your
Library and the
Texas State Library and Archives Commission

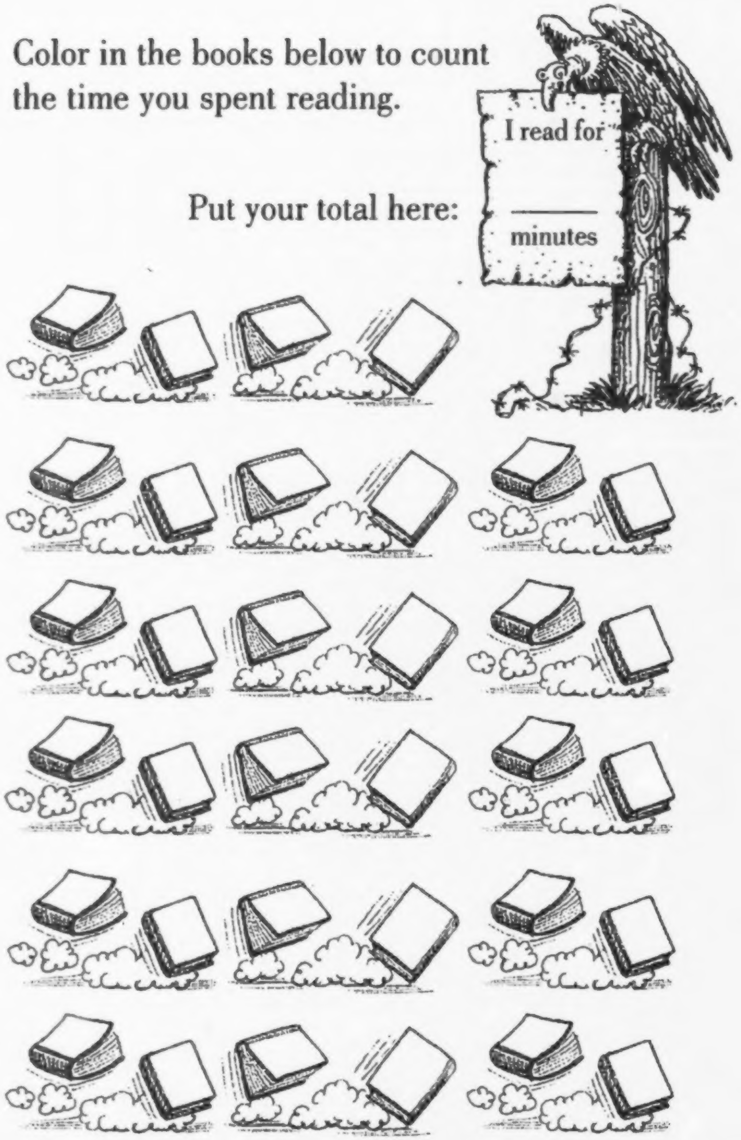
Color in the books below to count the time you spent reading.

Put your total here:


I read for
______
minutes

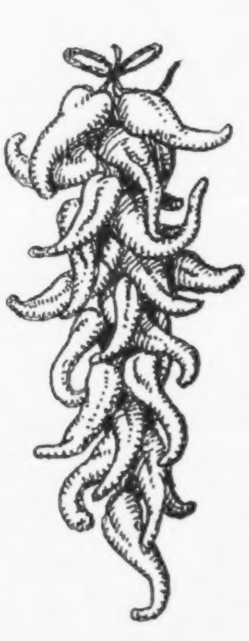
Color in the books below to count the time you spent reading.

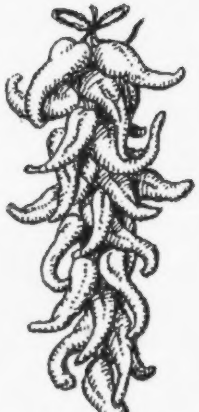
Put your total here:


I read for
______
minutes

READ
ACROSS
TEXAS!

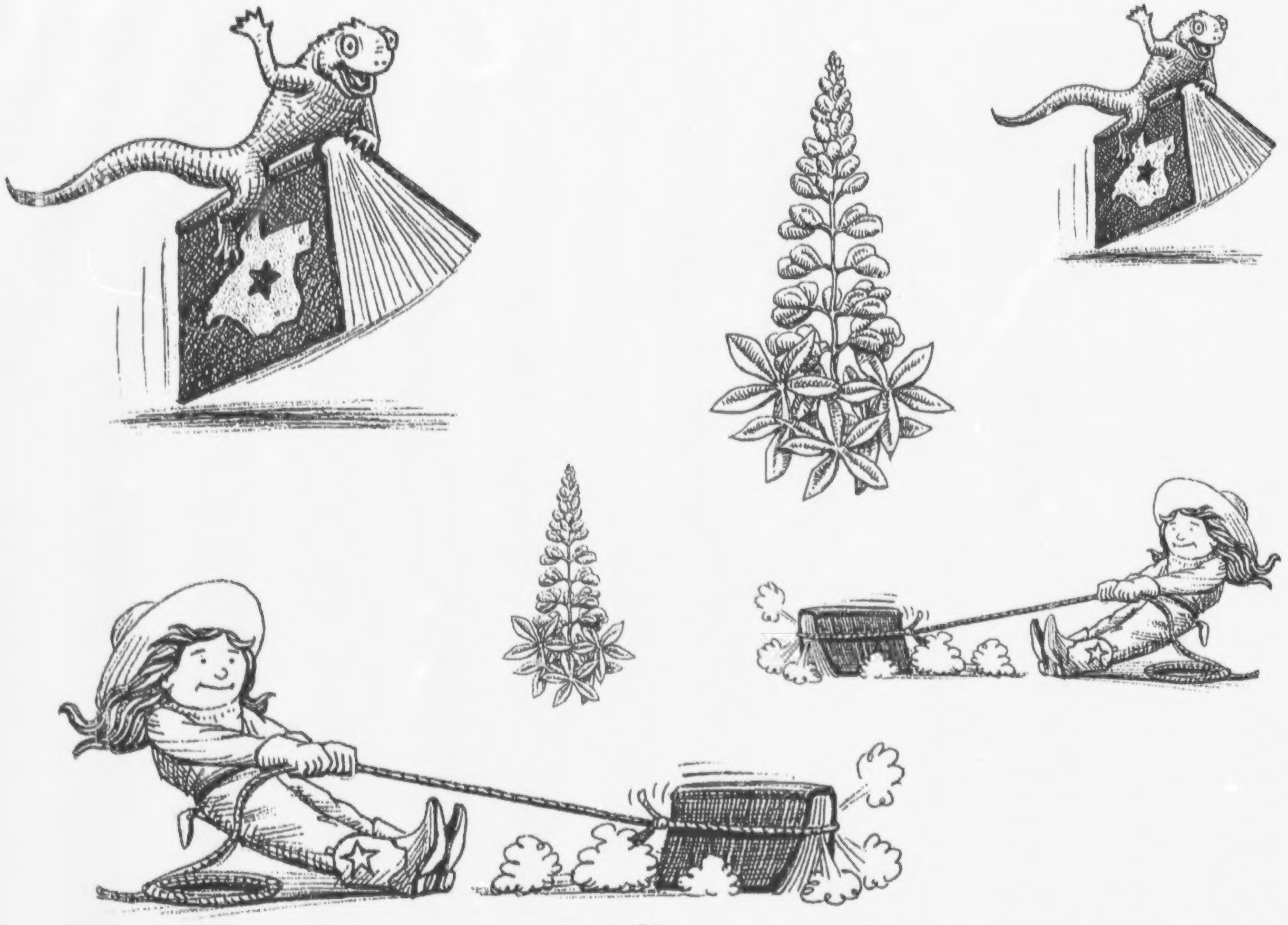
READ
ACROSS
TEXAS!



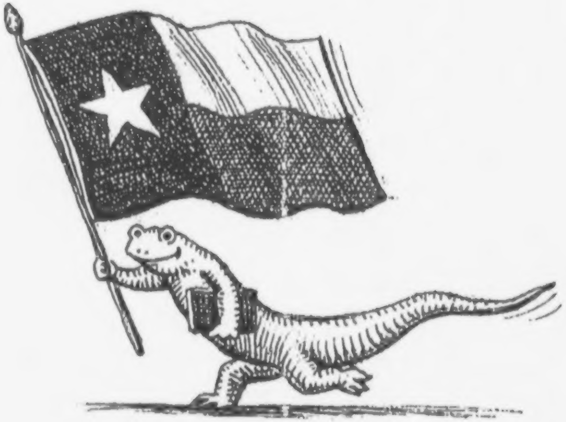


READ
ACROSS
TEXAS!

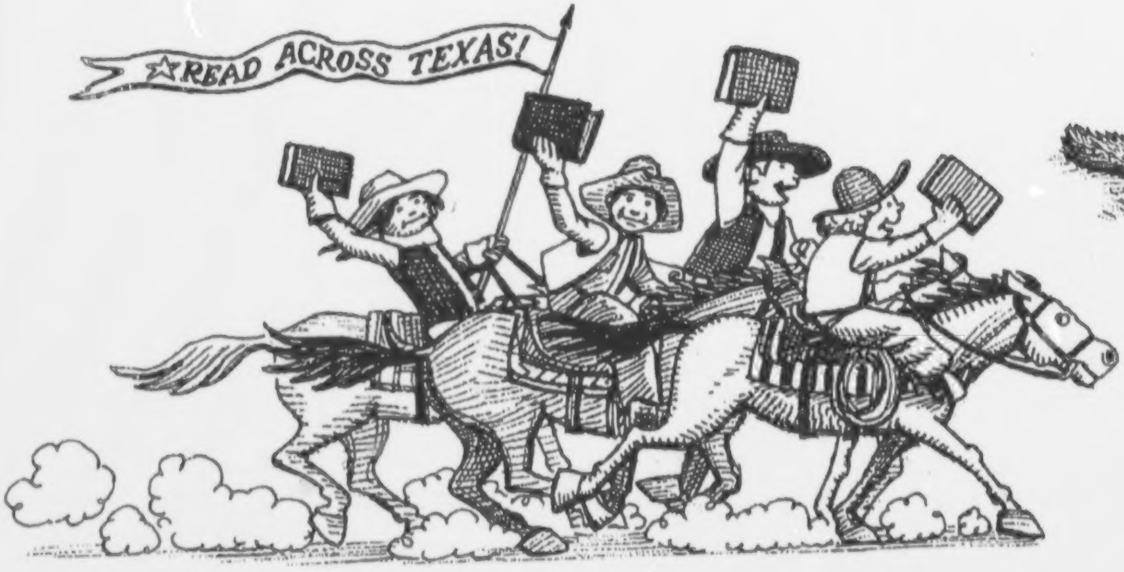
READ
ACROSS
TEXAS!



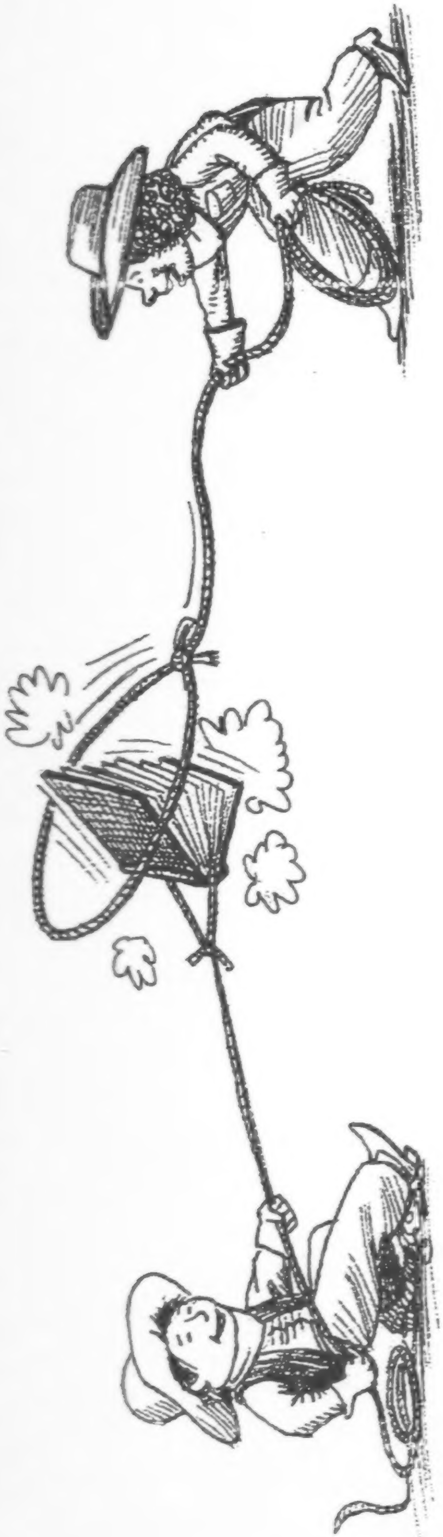
READ ACROSS TEXAS!

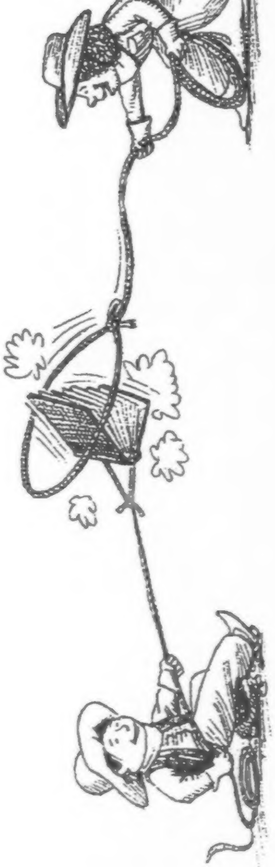


READ ACROSS TEXAS!

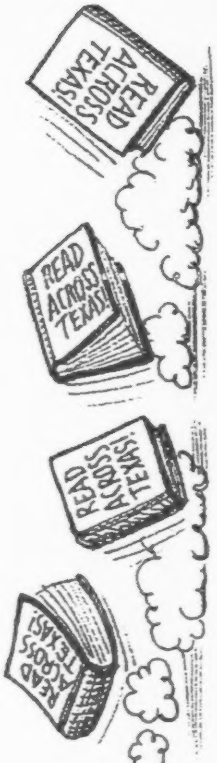

★READ ACROSS TEXAS!

★READ ACROSS TEXAS!

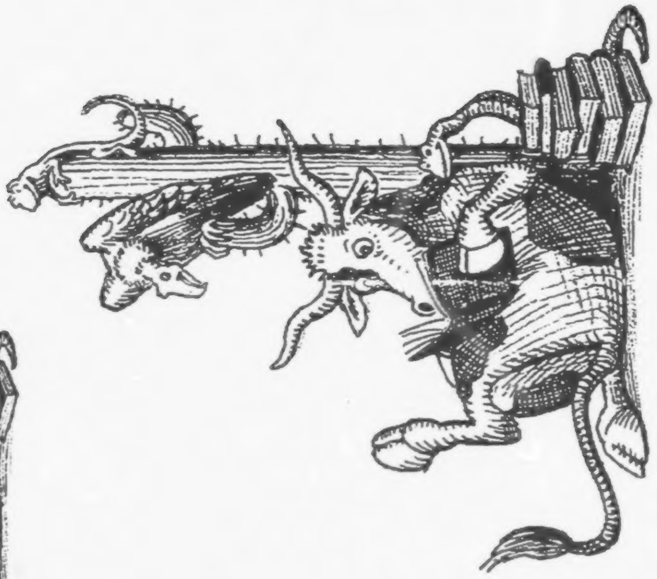


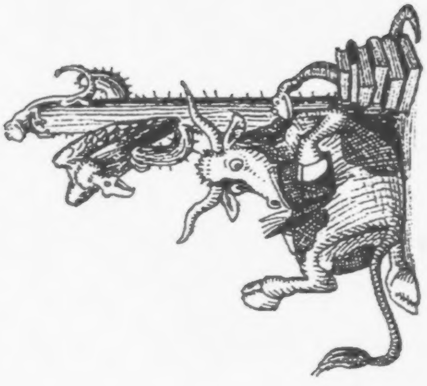


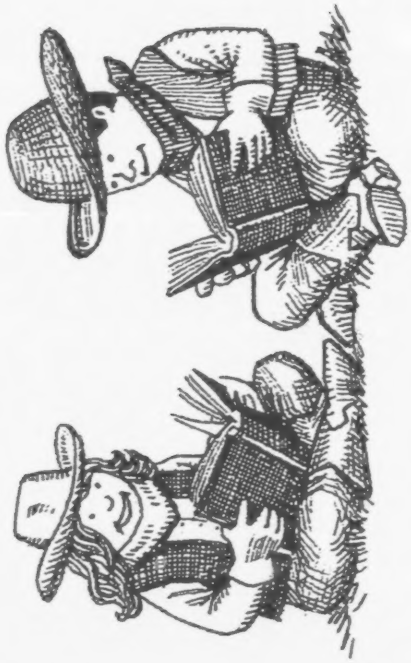
READ ACROSS TEXAS!
READ ACROSS TEXAS!
READ ACROSS TEXAS!
READ ACROSS TEXAS!

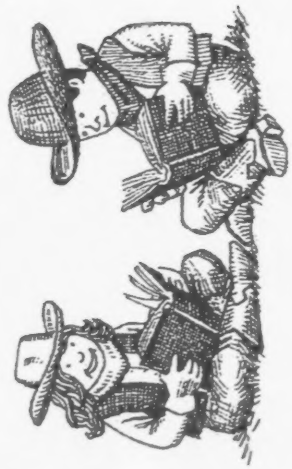

READ ACROSS TEXAS!
READ ACROSS TEXAS!
READ ACROSS TEXAS!
READ ACROSS TEXAS!

READ ACROSS TEXAS!
READ ACROSS TEXAS!
READ ACROSS TEXAS!
READ ACROSS TEXAS!

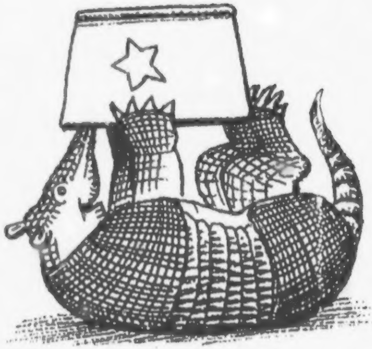


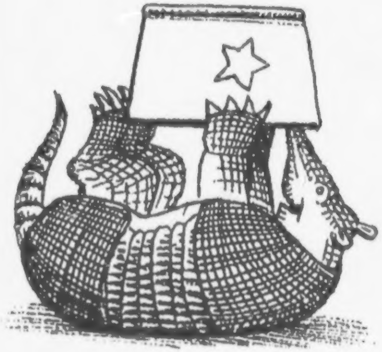




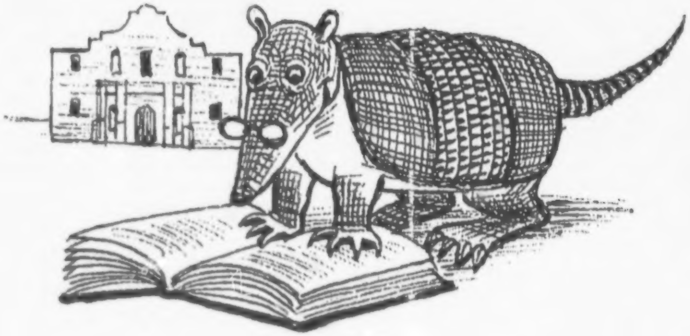


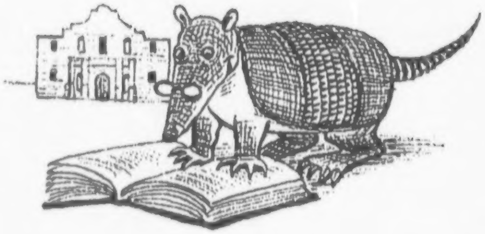
READ ACROSS TEXAS!
READ ACROSS TEXAS!

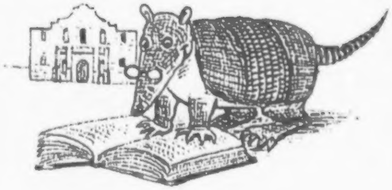




READ ACROSS TEXAS!
READ ACROSS TEXAS!







**U.S. Department of Education**
*Office of Educational Research and Improvement (OERI)*
*National Library of Education (NLE)*
*Educational Resources Information Center (ERIC)*

# NOTICE

## Reproduction Basis

☒ This document is covered by a signed "Reproduction Release (Blanket)" form (on file within the ERIC system), encompassing all or classes of documents from its source organization and, therefore, does not require a "Specific Document" Release form.

☐ This document is Federally-funded, or carries its own permission to reproduce, or is otherwise in the public domain and, therefore, may be reproduced by ERIC without a signed Reproduction Release form (either "Specific Document" or "Blanket").

EFF-089 (1/2003)